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AN ANALYSIS OF THE EDITORIAL TREATMENT OF EDUCATION IN THE ALBERTA PRESS

by

WALTER HOLMES WORTH

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The undersigned hereby certify that they have read and do recommend to the Committee on Graduate Studies for acceptance, a thesis entitled "An Analysis of the Editorial Treatment of Education in the Alberta Prss", submitted by Walter Holmes Worth, B.Ed., in partial fulfilment of the requirements for the degree of Master of Education.

Professor . . . . . .

Professor . Walter H. Johns.

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AN ANALYSIS OF THE EDITORIAL TREATMENT OF EDUCATION IN THE ALBERTA PRESS

A DISSERTATION SUBMITTED TO THE
COMMITTEE ON GRADUATE STUDIES IN
PARTIAL FULFILLMENT OF THE
DEGREE OF MASTER OF EDUCATION

FACULTY OF EDUCATION

BY
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EDMONTON, ALBERTA

March, 1952

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SYNOPSIS

The object of this study was to determine the nature and the volume of editorial comment on education in Alberta. This was done by reading and analyzing every editorial on education appearing in the six daily newspapers of the province during a five year period from January 1, 1946 to December 31, 1950.

Editorials on education, which comprise approximately three per cent of all the editorials appearing in Alberta's newspapers, tend to be most concerned with financial expenditures for education, problems involved in higher education, and the efficiency of the curriculum. In the main, comment is favorable. Only when the curriculum and educational finance are examined by the editors does criticism mount.

While there is often an intelligent analysis of educational problems, the virtual neglect of many questions of considerable importance to educators and the ill-informed appraisal of certain educational procedures indicates a lack of contact with what goes on in the schools.

Definite areas of agreement and disagreement between editors and educators are revealed. This is further evidence of the need for greater public news-giving on the part of workers in the schools.

CHAPTER I

THE PURPOSE AND PLAN OF THIS STUDY

The aim of this study is an analysis of editorial opinions about education as revealed by the editorial columns of Alberta newspapers. It is undertaken in the belief that this opinion is of vital concern to educators since newspapers, to some degree, both mold and reflect the public will, upon which the continuing function of education is dependent.

Consideration of this editorial expression of public opinion should help workers in education to get a clearer view of the public's attitude toward their aims, methods, and problems. The result should be a finer definition of the areas in which there is disagreement or misunderstanding between educator and layman, thereby enabling workers in the schools to offer a better interpretation of their function to the public. Then the public, especially the press, possessing better understanding, would be in a position to offer a more wholesome and more constructive criticism.

The material for this study was obtained by examining the editorial comments on education appearing in the six[1] daily newspapers of the province--the Calgary Albertan, the Calgary Herald, the Edmonton Bulletin, the Edmonton Journal, the Lethbridge Herald, the Medicine Hat Daily News--during a

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[1]Since the completion of this study the Edmonton Bulletin has ceased publication.

period of five years, from January 1, 1946 to December 31, 1950.

In the selection of these newspapers such factors as circulation,[2] geographical distribution, population, and the volume of editorial comment were considered. The type of control or ownership, the general type of newspaper, the nature of the geographical section represented, or the political complexion of their ownership were not judged as being significant here in Alberta. The seventy-eight weekly newspapers of the province were not considered in this study because of their small circulation and meagre editorial comment.

The time covered in the study is long enough to give assurance that genuine policies and attitudes with respect to education are revealed rather than casual or chance reactions. Furthermore, it is current enough to be of value to educators in the determination of their present policies. The period studied did not, however, indicate any significant developmental trends in the editorial attitude toward education.

Nearly nine hundred editorials on education were read. This mass of editorial comment was then sifted in order to make possible a description of the nature of the comment on issues important in education today. To facilitate the

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[2]The circulation of the six newspapers selected is approximately 64% of the total circulation of newspapers in Alberta (Canadian Almanac & Directory, Toronto, Copp Clark Co., 1950, p.773).

sorting of this material twelve classifications, each designated by an appropriate capital letter, were set up as follows:

1. A--Administration
2. B--Buildings, plant, equipment
3. C--Curriculum, courses
4. D--Adult education, extension work
5. F--Finances, expenditures for education
6. M--Methods, procedures
7. P--Pupils, students
8. T--Teachers
9. W--Vocational education
10. V--Values of education, purpose, efficiency, aims
11. X--Extra-curricular activities
12. Z--Higher education

Under these main headings sub-topics were listed by combining the capital letter of the main heading with a small letter or letters denoting the sub-topic. As each editorial was read a notation with appropriate letter headings was made on an index card and then placed in a corresponding file. An editorial dealing with teacher's salaries, for example, would be marked Ts.

As a result of the unusual character of this material a functional method for dealing with quotations and footnotes throughout this work was devised. Sources are indicated by the capitalized first letter of each word in the newspaper's

[illegible] of the [illegible] classification, [illegible] [illegible] [illegible]

name and dates appear by number in this order: month, date, year. For example, an editorial appearing in the Calgary Albertan on August 17, 1949 would be designated CA, 8.17.9.

The following key to the abbreviations of the newspapers is presented:

CA -- Calgary Albertan

CH -- Calgary Herald

EB -- Edmonton Bulletin

EJ -- Edmonton Journal

LH -- Lethbridge Herald

MHDN -- Medicine Hat Daily News

While the author of this study has consistently striven for objectivity, the very nature of the task implies that some measure of the writer's own personal beliefs are apt to be projected into the material examined. This should be considered in any evaluation of the results.

Some conclusions pertaining to the total volume and nature of the comment are presented first, followed by eight chapters treating the major areas in education of interest to the press. Abundant illustration and citation is included. Finally, conclusions are drawn concerning the more important findings and implications.

CHAPTER II

THE VOLUME AND NATURE OF PRESS COMMENT ON EDUCATION

NUMBER OF EDITORIALS ON EDUCATION

How many editorials on education are there in the six daily newspapers published in Alberta? Is editorial comment on education great or little in amount? These questions can be partially answered by referring to Table I, which shows the total number of editorials on education appearing in the newspapers included in this study. It is based on an examination of every editorial printed in every issue of these newspapers from January 1, 1946 to December 31, 1950. The table reveals that 883 editorials were written in education during this five year period and that the Edmonton Journal led all others in volume of comment.

Observation of the proportion of editorials on education to all editorials will perhaps give a better concept of the emphasis given editorially to education. Table II shows that approximately three per cent of all editorials appearing in Alberta's daily newspapers are devoted to education.

Do editors give enough attention to education? This question is indeed difficult to answer with finality. To find an answer would require making a comparison of the proportion of space devoted to education with the proportion of editorial space devoted to the many other social institutions and human activities which demand attention and offer fields for comment. All this study can do is suggest that the space

devoted to education is not as large as might be expected from editors who profess to believe in the primacy of education in a democratic civilization.

NATURE OF THE COMMENT

Table III indicates the frequency of mention of the major topics in each newspaper examined in this study. Higher education, and educational costs and finance rank ahead of the rest in popularity with editors. Four of the six newspapers alloted the largest portion of their space to higher education, while the other two placed educational finance at the head of the list.

Aside from mentioning the fact that, on the whole, favorable editorial comments on education far outnumber those critically written, the position maintained in editorial comment summarized is left for later chapters, where interpretations may be properly qualified and explained.

In these later chapters the main currents of editorial comment are analyzed and illustrated and an attempt made to study their significance and implications. The plan will be not only to indicate the approximate numerical strength of the issue under discussion, in terms of the frequency of its mention by editors, but also to convey something of its force and meaning. For this reason the circumstances under which the utterance appears, and the manner in which it is said will also be considered. In this way it is hoped to

achieve a more meaningful appraisal of the editorial attitude toward education.

TABLE I

TOTAL NUMBER OF EDITORIALS ON EDUCATION IN THE SIX DAILY NEWSPAPERS IN ALBERTA

Newspaper	Number of Editorials
Edmonton Journal	265
Edmonton Bulletin	157
Lethbridge Herald	153
Calgary Albertan	105
Medicine Hat Daily News	103
Calgary Herald	100
Total	883

TABLE II

PROPORTION OF EDITORIALS ON EDUCATION TO ALL EDITORIALS IN THE SIX DAILY NEWSPAPERS IN ALBERTA

Newspaper	All Editorials[1]	Education	Percentage
Edmonton Journal	7650	265	3.5
Edmonton Bulletin	4590	157	3.4
Medicine Hat Daily News	3060	103	3.4
Lethbridge Herald	6120	153	2.5
Calgary Albertan	4590	105	2.3
Calgary Herald	4590	100	2.1
Totals	30600	883	2.9

[1]The study indicated that the number of editorials appearing daily in the various newspapers followed a rather definite pattern. The figures appearing in this column are approximations based on this observed pattern.

TABLE III

FREQUENCY OF MENTION OF MAJOR TOPICS

Topic	CH	CA	EB	EJ	MHDN	LH	Total
Z - Higher Education	23	29	50	120	6	28	256
F - Finance	17	15	7	19	29	38	125
C - Curriculum	10	15	17	17	19	20	98
T - Teachers	16	13	34	25	0	9	97
M - Methods, procedures	6	6	12	21	16	10	71
A - Administration	6	18	5	14	5	5	53
D - Adult Education Extension	1	1	14	21	9	5	51
B - Buildings, plant, Equipment	3	3	6	17	3	17	49
W - Vocational Education	7	1	5	4	8	12	37
V - Value of Education Purpose, Efficiency	7	2	2	5	3	6	25
P - Pupils, Students	3	0	4	1	4	2	14
X - Extra-curricular Activities	1	2	1	1	1	1	7
Totals	100	105	157	265	103	153	883

CHAPTER III

EDUCATIONAL FINANCE

After reading editorials on education appearing over a period of five years in the six daily newspapers of the province the overwhelming impression is that a major concern of Alberta's editors, when they think about schools, is money.

The evidence that money matters greatly concern the press rests on the fact that of all the editorials on education covered in this study, 125, or 14.04 per cent, have to do with educational finance in its various phases. This figure does not include twenty-three additional editorials on teachers' salaries, or ten on school buildings included under other headings in the tabulation. Nor does it include numerous editorial allusions to educational finance made in a passing fashion not seeming to justify their inclusion in this group.

Two newspapers devoted about one-fourth of their comment on education to the various aspects of educational finance. The Medicine Hat Daily News deals with this subject in 28.15 per cent of its education editorials, while in the Lethbridge Herald 24.90 per cent of the editorials on education come under this heading. This assumes more significance when one pauses to consider the vast possible range of discussion on educational topics.

INCREASED COSTS

Editors are well aware of the fact that educational

costs have increased and most believe that this trend will continue. "The cost of education, like everything else, is going up," declares the Medicine Hat Daily News. "It is not surprising to find that the Board must ask for more money in order to adequately carry out its own program."[1]

Under the heading "Costly Business" the Lethbridge Herald remarks that the "cost of education per pupil in rural areas is three and four times what it was twenty-five years ago."[2] Noting conditions at Delburne, Alberta, this paper further points out that "in 1949 teachers' salaries and wan service to get the children to the large unit school cost more than the whole cost of operating the school in 1947."[3] The Edmonton Journal[4] notices that school appropriations in that city are up nearly half a million dollars in three years.

In some parts of the province the problem of financing school expenditures is regarded as critical. For example the Medicine Hat Daily News observes:

> Educational costs in Medicine Hat will this year hit the limit set by charter. The demand from the school board upon the city will exceed 25 mills, the limit allowed under the charter, and where the deficit is to come from no authority is certain at this writing. Even the prospect that teachers may go without salaries next December was mentioned in a conference this week between educational and municipal authorities of the city.[5]

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[1]MHDN, 5.15.6.
[2]LH, 10.18.8
[3]LH, 2.25.0
[4]EJ, 3.24.8.
[5]MHDN, 2.3.9

Nor does the Edmonton Bulletin foresee any immediate change in the situation. "Education costs will continue to rise and the public must expect to pay these costs."[6]

Editors have been quick to point out that the increasing amount of time and money spent on education puts it in the class of big business. "It is unquestionably among the most complex, difficult, and important tasks to which public monies and the skills, energies, and intelligence of thousands are devoted." claims the Edmonton Journal.[7]

"Education is becoming big business in Alberta," states the Lethbridge Herald. "It would have taken the total Alberta Government revenue in 1935 and five million dollars besides to pay the cost of operating Alberta's primary and secondary schools during 1949."[8]

Many editorials explain to the public that the increase in costs is not the result of inept handling of school expenditures by school authorities. Rather it is due to the increase in school population, more children staying longer at school, the acute teacher shortage, higher standards of education, increased building costs, and the fact that more students are going on to university than ever before.

School trustees are cautioned by the Edmonton Journal that because "the school bill . . . is reaching such proportions . . . they will be expected to examine each appropriation with a critical eye."[9] Complaint concerning capital

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[6]EB, 3.12.7

[7]EJ, 9.2.0

[8]LH, 2.7.0

[9]EJ, 5.30.0

[illegible]

[illegible]

[illegible]

expenditures by school boards is voiced by the Calgary Herald under the caption "School Spending: Where are the Taxpayers."

> We can see no reason why school board capital expenditures should not be submitted to the taxpayers on all occasions, and be subject to the same conditions as any other money bylaw, namely a two-thirds majority.[10]

The Lethbridge Herald continues this critical approach when it argues:

> Its all right to say that education is entitled to every cent it can get, that no money was ever put to better use. But there's also the angle that the money must be earned before the people can pay their taxes. School authorities should tackle their problem with some realism — an understanding of the fact that the money must be earned before it can be spent in taxes.[11]

In the main, however, editorials in this area are genuinely sympathetic toward the problems created by the increasing cost of education and comment at some length on the need, on the part of the public, to attempt to grasp the problems involved and bear with the authorities until solutions are found.

The Lethbridge Herald, a little fed up with all the "free" things some people say we get, points to the increasing cost of education and remarks, "Nothing is free. Free education does not pay the teachers' salaries, nor buy the pupils' books." It all costs money. "The taxpayer pays the shot and the taxpayer is YOU."[12]

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[10]CH, 4.1.8

[11]CH, 9.14.9

[12]LH, 7.11.0

INEFFECTIVENESS OF PRESENT METHODS OF FINANCING EDUCATION

As a result of the increasing costs of education much criticism has been directed at present methods of educational finance.

The Lethbridge Herald observes that "the weakest spot in our whole financial structure is our provision for education."[13] This is further emphasized by the Medicine Hat Daily News, which states:

> The whole provincial picture is one of urgency to provide for rapidly growing school demands; yet, unfortunately, it has so far been viewed with a hard-times mentality.[14]

"The tax base for education in Alberta is altogether too narrow, and cannot stand a heavier impost," claims the Lethbridge Herald. "Some way must be found to broaden the educational tax base."[15]

Commenting on the resignation of the Sturgeon School Division Trustees over the non-confidence of the voters in educational expenditures the Edmonton Journal sees it as indicative of the fact that the "taxpayers cannot handle the burden themselves."[16] "The load must be spread."[17]

"It is manifestly inequitable to load the expense of the increasing costs upon real estate,"[18] says the Medicine Hat Daily News. "In towns and cities the cost upon land for education is becoming unbearable."[19] "It is time

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[13]LH, 2.17.8

[14]MHDN, 2.16.0

[15]LH, 3.19.6

[16]EJ, 6.1.0

[17]LH, 3.3.7

[18]MHDN, 5.15.6

[19]LH, 2.10.7

[illegible]

[illegible] a result of the increasing [illegible] in which [illegible] [illegible] [illegible]

the schools were given a new deal."[20]

Editorial feeling on this problem is summed up by the Medicine Hat Daily News which observes:

> Every little lift we try to give education puts another load on land and shelter. That is nothing but horse-and-buggy financing in an airplane world. To get money for our children's education we must spread the load over everybody--because everybody gets education in childhood and everybody benefits by it all through life. The increased costs of education must be borne by general revenue.[21]

GOVERNMENTAL RESPONSIBILITY

From this belief that property is unable to finance education effectively has arisen an insistent demand that the senior governments, particularly the provincial government, assume their full responsibilities in this field.

In demanding this the Lethbridge Herald explains that it is "merely reflecting what we are being told every day by property owners, both rural and urban."[22] That this is not just the opinion of newspaper editors is also suggested by the Medicine Hat Daily News which notes that the "increasing costs of education have given rise to a demand throughout the dominion for the federal and provincial governments to assume a greater share of these expenditures."[23]

"Education is a matter of concern to the state as a whole and the standard of education must no longer be de-

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[20] LH, 11.14.6

[21] MHDN, 1.28.7

[22] LH, 1.24.9

[23] MHDN, 5.13.6

termined solely by the taxable capacity of the municipality."[24] states the Edmonton Journal. With this the Medicine Hat Daily News is in full agreement.

> Education of the children is a dominion-wide obligation which should not be wholly dependent upon the financial standing of a municipality or a province.[25]

Other editorials suggest that in considering the costs of any business it is fair to enquire first into the question of who benefits as a result of the incurring of said costs and by whose regulations they are incurred. Outlining the province's regulatory procedures the Medicine Hat Daily News concludes that

> The benefits resulting from a well operated educational system are enjoyed not only by the school district providing the facilities, but also by the municipality, province or federation in which the district lies.[26]

Therefore, according to the Daily News, it is natural to expect that

> The province must assume a greater proportion of the costs in keeping with its regulatory interest and the dominion, by means of a per capita grant to the province, should have a greater stake in the educational training of youth.[27]

The provincial government must be made to realize, argues the Edmonton Journal, that the "burden of educational taxation presently bears unfairly on property, and that as education is a service both individually and as a community, it should be paid for by persons."[28] "The time has come when

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[24]EJ, 2.5.7

[25]MHDN, 5.15.6

[26]MHDN, 9.25.7

[27]MHDN, Ibid

[28]EJ, 3.15.6

[illegible] which by the [illegible] character of the [illegible] stress the dimension [illegible]. [illegible] the [illegible] [illegible] [illegible] is to [illegible].

> [illegible] in the [illegible] is a [illegible] [illegible] [illegible] [illegible] be [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] of a [illegible] [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [

the provincial authority must consider a measure of greater assistance to the municipalities."[29]

The Medicine Hat Daily News aptly summarizes the situation when it explains:

> The crux of school costs is that senior governments (who impose regulations and govern curricula standards) should be more liable for the bulk of educational expenditures than the property owner.[30]

INCREASED GOVERNMENT AID

"A new approach in municipal-relations is warranted," says the Medicine Hat Daily News, "based on the premise that natural resources are the property of all the people (not just those fortunate ones residing near the scene of occurrence), and dedicated to the proposition that property is now carrying more than its share of social service costs."[31] In this demand the Medicine Hat Daily News is not alone for, as the Edmonton Journal observes, "Requests for more provincial aid for education . . . have become in recent years a recurring feature of relations between the two levels of government."[32]

The press urges the public to vocalize their demands, pointing out that "few governments are inclined to ignore a request when it can be shown that it is not only soundly based, but has strong popular support behind it."[33]

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[29] MHDN, 2.16.9

[30] MHDN, 3.20.0

[31] MHDN, 3.2.0

[32] EJ, 11.10.0

[33] EJ, 1.24.6

Commenting on the campaign of the Lethbridge local of the Alberta Teachers' Association for higher grants the Lethbridge Herald observes:

> The teachers are on the right track. But they won't succeed unless home and farm taxpayers get behind their efforts to arouse public opinion to demand that the Province bear a more realistic share of the educational burden.[34]

The Edmonton Journal suggests that "when fathers and mothers -- the voters -- begin writing letters on education to members of the legislature and presenting petitions and forming delegations, the peoples desire will be clear."[35] With this the Lethbridge Herald agrees emphatically, as it predicts, "Public opinion starting right from the grass roots will move them, and with money pouring into the Alberta Treasury at such a rate excuses need no longer be accepted."[36]

All editors are in agreement in demanding "that the province pay half the cost of education."[37] Characteristic is this statement by the Medicine Hat Daily News. "The province should at a minimum cover 50 per cent of the cost providing a basic education for our young people."[38] Defending this demand the Calgary Herald says:

> The main argument for the 50 per cent grant, as we see it, is that it would put Alberta's educational system on a sounder basis, and would make it possible, over a period of years, to build up the rural schools to a level at least approaching that of city schools.[39]

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[34] LH, 2.18.0

[35] EJ, 3.16.0

[36] LH, 1.24.9

[37] EJ, 1.24.6

[38] MHDN, 2.16.9

[39] CH, 2.12.8

[illegible] so the remainder of the [illegible] [illegible] on the [illegible] Commission's [illegible] [illegible] [illegible]

An attempt is made to prove that this demand is not restricted to the press by the Lethbridge Herald, which suggests, "Alberta municipalities and other organizations are demanding that the Provincial Government find the money to pay half the cost of education as is done in Prince Edward Island, British Columbia, and, to nearly that percentage in Ontario."[40]

Aware that the Alberta Educational Council has pressed for this for some time, and that recently a committee set up by the government in Manitoba recommended that the province pay fifty per cent of the basic operational costs of education, the Calgary Herald under the heading "Fifty Per Cent Should Come From Edmonton" suggests that

> If, however, the governments' offended sensibilities prevent it from following such a course, and if it plans to offer nothing more consturctive than ineffectual palliatives, then Manitoba's lead should be followed. If the government will not accept the recommendations of the Educational Council, it should immediately appoint an adequate and competent committee of legislators and find out for itself.[41]

The Herald objects to what it calls "the smearing of the Alberta Education Council by government members."[42]

> If the provincial government feels that it cannot pay 50 per cent of educational costs, then it should say so, and explain the reasons in a courteous and intelligent manner. Smearing is no reply.[43]

Much criticism is directed at the present grants for

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[40] LH, 3.19.6

[41] CH, 2.14.7v

[42] CH, 3.6.7.

[43] CH, Ibid

education made by the Alberta government.

The Lethbridge Herald, while complimenting the Ontario government on its financial program, berates the Alberta government for its failure to do more.

> The Alberta Government makes excuses by telling us that two or three hundred thousand dollars more are being provided this year over last, and thats the end of it here. The municipalities are left holding the bag for between 75 and 90 per cent of the cost of elementary education - 92 per cent in Lethbridge this year. Ontario didn't haggle about it, but went ahead and voted 50 per cent of elementary education costs, including capital costs for new buildings. Alberta could do the same.[44]

Noticing the size of Calgary's grant the Calgary Albertan cries:

> If the provincial government can't do better than that, the public is entitled to know why. If it can't pay more, let it institute new taxes. Or let it give the municipalities new tax sources.[45]

"Alberta boasts of its school system," says the Lethbridge Herald, "but so far the Province hasn't done much towards paying for it."[46]

Newspapers in Calgary and Edmonton charge discrimination in the distribution of educational grants by the province. The Edmonton Journal observes, "The two big cities, Edmonton and Calgary, are not put down for their share."[47] "Calgary with 12 per cent of the children of the province, received only three per cent of government expenditures."[48] claims the Calgary Albertan. Editors urge that the distribution be more equitable.

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[44] LH, 2.19.8

[45] CA, 9.23.9

[46] LH, 11.14.6

[47] EJ, 3.28.9

[48] CA, 1.17.0

The general feeling of the press is expressed by the Calgary Herald which says, "It would be unfair to suggest that the provincial government has not tried to ease the school tax burden, but we believe it is not doing as much as it could and should."[49]

Editors are in agreement that

> Governments (which in a democracy means the people) have the duty of providing an adequate standard of education for young Canadians. The sensible division would be 50-50 between municipality and province in providing a basic education; the province responsible for advanced and professional forms of education; the dominion responsible for technical training. In brief the municipalities should provide the facilities (buildings) where training is taken; the province should be responsible for staff and direction insofar as it establishes the curriculum which must be taught; and the federal authority all the tools for vocational, technical, and trade training. The senior governments should pay for the frills of education, not the municipalities.[50]

They further agree that the recommendations of the Judge Commission should be implemented immediately by the provincial government.

POTENTIAL SOURCES OF REVENUE

According to the daily newspapers of the province Alberta is in a very favorable position to finance larger expenditures for education. Characteristic of this belief is the Medicine Hat Daily News' assertion that

> This province is blessed with such an uncounted store of resources and wealth creating assets that

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[49]CH, 10.21.7 [50]MHDN, 10.10.0

[illegible]

> it is more than likely to end up the current fiscal year with the thumpingest surplus on record. Certainly it is in no position to quibble on educational grants.[51]

"The province is in clover,"[52] claims the Lethbridge Herald.

Many editorials suggest ways in which the government could raise money. Commonly mentioned is the utilization of liquor profits which "would be an excellent source to tap for increased educational grants. It is a fiscal pool which is hardly ever likely to run dry."[53]

Under the caption "What Divvy From the Boodle" the Medicine Hat Daily News argues that "if profits from the liquor trade, $7\frac{3}{4}$ millions in nine months, were diverted to school construction needs it would relieve the urgency of overcrowding."[54]

This same newspaper in another editorial points out:

> If only 50 per cent of the liquor and beer profits taken out of Medicine Hat were returned for educational needs it would equal the 50 per cent basis demanded . . . as a minimum subsidy from the province.[55]

With tongue in cheek the Medicine Hat Daily News, having heard complaints about the government watering-down its liquor stock to squeeze out additional profit, observes:

> It must be difficult for a right-living government to justify such action. It would surely salve a squeamish conscience if it were known that the take from such an iniquitous trade were devoted to such a purpose as improving educational facilities available for our youth.[56]

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[51] MHDN, 1.26.0 [53] MHDN, 2.26.9 [55] MHDN, 2.26.9

[52] LH, 3.4.0 [54] MHDN, 2.17.0 [56] MHDN, Ibid

A Provincial Sales Tax, earmarked for education, has been proposed by some, but the majority of editorial opinion on this potential source of revenue is summed up by the Lethbridge Herald when it says:

> The chief complaint against a Provincial Sales Tax is that it is imposed on the cost of goods at retail level and tends to hurt business because it bears so heavily upon many who can least afford to pay.[57]

However, the revenue from oil is by far the most popular with editors as a source from which increased money for education could be obtained. As the Lethbridge Herald states it:

> If Alberta is oil rich -- and the figures are proof that it is -- then the people should share in the Province's good fortune.[58]

In the opinion of the press the best way to enable the people to share in this good fortune is through increasing educational grants. Typical is the statement, that "oil capital could not be put to better use than in the building of new public schools."[59]

It is pointed out by the Edmonton Bulletin, the leading exponent for the utilization of oil revenues for education, that "prosperity in oil and parsimony in education make an utterly incongrous combination."[60]

However, there is one dissenting voice, that of the Calgary Albertan. Under the title "Don't Let The Oil Go To Our Heads" this newspaper insists that "the Bulletin is far

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[57] LH, 10.18.7

[58] LH, 10.31.9

[59] MHDN, 10.7.0

[60] EB, 8.9.9

off the track, not for its interest in education, but for expecting oil to finance education."[61] It contends that

> Education is like running a car. Oil is like a life insurance policy or war savings certificates. To finance the running of a car out of war savings certificates is certainly not wise economics.[62]

While others disagree, the Albertan agrees with government policy when it states, "Oil revenue should be reserved for capital purposes."[63]

LIMITATIONS OF FEDERAL AID

In general, editors are in harmony with the Medicine Hat Daily News' idea that the federal government "must be prepared to ensure an equitable return from its largesse to all sections of the nation so that educational and cultural standards will be maintained in keeping with the country's progress and expansion."[64]

But, as the Edmonton Bulletin points out, there is one serious danger.

> If the federal share was contributed in the form of grants to the provinces, no difficulty would arise. But if the federal share was contributed directly to the educational machinery in the provinces, there might appear a sort of dual control of education which would be fatal to its progress.[65]

The Calgary Herald's concern is apparent when it says, "If such aid could be given without accompanying restrictions it would be most welcome."[66] But it is afraid that

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[61] CA, 8.17.9
[62] CA, 8.17.9
[63] CA, Ibid
[64] MHDN, 11.26.9
[65] EB, 2.12.7
[66] CH, 9.9.8

"the ultimate result would be a federally-controlled, uniform system of education throughout Canada."[67]

> There is something to be said for a uniform Canadian education if it means uniformly high standards. But to fix on the provinces a uniform system, a uniform curriculum, and a uniform procedure would be unwise.[68]

For, continues the Calgary Herald:

> No two of them have exactly similar problems. The elements of education may not differ widely in any two provinces, but attitudes and definitions of education do.[69]

There is no doubt, agrees the Herald, that in principle expanding and equalizing educational opportunity throughout the Dominion by means of federal aid is a splendid idea. However, in practice the Calgary Herald thinks it is unsatisfactory, and in an editorial entitled "The Fallacy of Federal School Grants" it claims that

> When everything is taken into account, the only provinces which will benefit from federal aid to education will be those to which it returns more money in the way of grants than it takes away in the form of taxes.[70]

Where would this leave Alberta? Perhaps the Maritimes, Newfoundland, and Saskatchewan would benefit but "the other provinces would pay more than they would get out of it."[71]

Aware that proponents of federal aid claim that the provincial revenue is limited, that the taxation base must be broadened and the cost of education spread over the whole Dominion, nonetheless, the Calgary Herald, while recognizing

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[67] CH, Ibid

[68] CH, 9.9.8

[69] CH, Ibid

[70] CH, 10.24.9

[71] CH, Ibid

some strength in these arguements, maintains:

> We are not prepared to accept the suggestion that it would do any more for education in Alberta than we can do ourselves.[72]

"If it be true that our educational system should be improved, says the Herald, "Then surely we should set about improving it ourselves, and not wait for money to grow on Ottawa's trees."[73]

This newspaper firmly believes that it is a "fallacy to campaign for federal aid in the belief that money would come from somewhere other than the pockets of Alberta taxpayers."[74]

> Finally it asks, "Wouldn't Alberta look pretty silly going cap-in-hand to Ottawa for federal grants, while all the time it has about $20,000,000 of oil revenues in the bank?"[75]

COUNTY ACT

Although this topic will be discussed more fully in a later chapter, some aspects of the County Act deserve consideration at this time.

Some difference of opinion exists amongst editors as to its value in improving the financial picture in the province. The Calgary Albertan claims "its most important feature is the abandonment of the financial independence of education."[76] This is what worries the Calgary Herald, which says:

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[72]CH, 11.1.9
[73]CH, 10.24.9
[74]CH, Ibid
[75]CH, Ibid
[76]CA, 8.28.0

> Education is always an easy target for legislators wielding an axe, and we are afraid that once the county councils got control over school spending, rural education in Alberta would be exceedingly vulnerable to thoughtless "economy" measures.[77]

Meanwhile, the Lethbridge Herald, cognizant of the opposition to the County Act, has this to say about it.

> The fear is expressed that the county, as the taxing authority under the county system, might have too much to say about school costs and may take some steps towards their control. Perhaps the county taxpayers, who are also the school taxpayers, might not object.[78]

The Lethbridge paper is revealed as a supporter of the County Act when it remarks:

> A county system under good management, with county manager, county engineer, county school superintendent, and county assessor working in union would solve a lot of problems and could save a lot of money to the people who, through taxes on property, must carry practically the whole burden.[79]

The opposing view is best summed up by the Calgary Herald in its editorial, "The County Plan: It Has Some Dangers," when it explains:

> We are inherently suspicious of any scheme to improve administrative convenience, since the term is too often synonymous with putting more power into official hands.[80]

As a result, "education would be at the mercy of administrators if costs had to be cut."[81]

SUMMARY

Educational finance challenges the attention of editors

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[77]CH, 3.3.0
[78]LH, 3.31.0
[79]LH, 12.2.9
[80]CH, 3.3.0
[81]CH, 8.11.0

to such an extent that 14.04 per cent of the editorials on education relate directly to it. A high proportion of these are adversely critical. As much as one-fourth of all editorials relating to education in some newspapers has to do with the cost of education and the financial arrangements necessary to support it.

Editors point with considerable frequency to the increasing expenditures on education, putting it in the class of big business. They are, on the whole, sympathetic toward the problems facing school authorities as a result of the rising cost of education and are helpful to educators by outlining these problems to the public.

Re-examination of the methods of financing education throughout the province is urged. Editors are as one in deploring the ineffectiveness of present methods, and in claiming that the present tax base should be broadened to reduce the tremendous burden on property and spread the load more equitably.

The senior governments are rebuked for their failure to assume their rightful responsibilities by paying a much greater portion of the cost of education. Education is viewed as a matter of common concern to the state as a whole, and no longer determined by the taxable capacity of separate areas.

Thus the press is insistent that the provincial government pay at least fifty per cent of the cost of education.

It attempts to arouse the public to condemn the inequitable distribution and paucity of present government grants.

Editors are unanimously of the opinion that the Alberta government is in a position to increase its allowance to education. This province's extremely favorable economic status is reviewed and potential sources of revenue, such as the income from oil, are indicated.

Federal aid, while highly favored in the realm of technical education, is regarded as not being without its limitations. Some are dismayed by the uniformity and control implicit in its application; others believe we have nothing to gain as the people of Alberta are capable of accomplishing just as much by themselves.

Editors cannot agree on the financial implications of the County Act. In some quarters it is felt that the county system should be given a trial to see if it will reduce costs, while in others there is the conviction that education would suffer even greater privation under such a regime.

The support of education forthcoming from the press seems to be genuine, and based on a secure conviction of the values at stake. Often there is an intelligent analysis, or support for, authentic measures of financial reform. Editors appear to be familiar with what careful students of educational finance have learned about the problems in controversy and are placing these issues squarely before the public.

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CHAPTER IV

HIGHER EDUCATION

As an educational theme higher education (as distinguished from elementary, secondary and vocational education) is by far the most popular with editors. Evidently the editorial mind turns more frequently to university matters than to those pertaining to the common school. In view of the fact that newspaper readers are not all college graduates, and that, in fact, the vast majority are probably not even high school graduates, this is significant.

This predilection for higher education may perhaps be explained on the ground that editors themselves are quite often university graduates and are displaying in their writing a natural interest in university affairs. Or, it may be owing, in part, to the more highly publicized nature of university activities. Universities have for many years been alive to the necessity for public news-giving, and many of them have definite public-relations programs. Has the work of these public-relations borne fruit in the editorial columns? Although a definite relationship is by no means established, the inference is indeed interesting.

Yet, while editorial comment in this area leads all others in volume, the nature of the comment is disappointing. In terms of their significance for the theory and practice

of education only about half of these editorials are of value. The remainder are mere prosaic generalizations having the appearance of last minute "fillers" injected by editors into their columns to make a deadline. Has the work of public-relations programs resulted in this vague artificial comment on higher education? Here too, the inference is interesting.

In Table IV the proportion of editorials on higher education to all editorials on education is shown. It reveals that 28.77 per cent of these editorials deal with higher education. The greatest number occur in the Edmonton Journal which devoted 45.28 per cent of its education editorials to higher education. Three other newspapers, the Calgary Albertan, the Calgary Herald, and the Edmonton Bulletin consider this same topic in more than one-fourth of the editorials selected from their columns for use in this study.

Editorial references to higher education are summarized by specific topics in the order of frequency of mention in Table V. Few of these references are critical in nature.

ITS PURPOSE AND VALUE

Typical of the editor's high regard for the University of Alberta is an editorial which appeared in the Edmonton Journal on the occasion of the university's fortieth year

of operation. This editorial observes that one cannot overestimate its contribution to the province.

> It has provided Alberta with an ever-increasing proportion of those properly trained professional men and women . . . upon which a modern community depends.[1]

More than this, claims the Journal:

> It has directly through its extension department, and indirectly through the influence of its graduates -- done more than almost any other institution to raise the cultural standards of the province.[2]

The majority of editors are convinced "the very nature of our political structure demands that education be as nearly universal as money and opportunity can make it."[3] And, as the Edmonton Bulletin observes, that "a high university registration is, in a general way, a barometer of social, economic and political virility."[4]

Yet this same newspaper, aware of increased university enrolments, and claiming that only thirty-six per cent of the university graduates in the country are using their degree, remarks:

> To scatter university degrees around like sheepskin confetti appears to be a tragic waste. There can be too much university.[5]

It is quick to add, however, that

> This is not written in criticism of higher education. But it is written in the throes of a grave doubt that the business of handing out degrees, like turning the crank on a colossal sausage machine, is in the best interests either of society or of young men and women.[6]

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[1]EJ, 9.23.6.
[2]EJ, Ibid
[3]EB, 9.21.8
[4]EB, Ibid
[5]EB, 3.13.8
[6]EB, Ibid

Comments like the foregoing are not common. In the main, the press recognizes and attests to the values accruing from a university education. They do, though, warn that "a college degree is not an open sesame to success in life."[7] It is more exactly "a stepping-stone in that direction."[8] As the Calgary Albertan puts it: "Education is its own reward, but taken alone will not bring success."[9]

The daily newspapers of the province appear genuinely concerned over the emphasis on the more material aspects of education in our universities. Characteristic of this concern are comments like the following:

> A great deal is being done to cultivate youth's intelligence. What is being done to cultivate youth's spiritual qualities? And yet the latter are far more essential than the former.[10]

> There can be no education without spiritual growth. Mental capacity takes second place to spiritual capacity.[11]

"Unless a university . . . is able to develop character and Christian principles in those whom it attempts to teach," the Edmonton Bulletin maintains, "it must admit failure."[12] But when criticism is leveled at universities, and their students, as having fallen into a "moral vacuum", the Bulletin claims it is utterly false. "The truth is that university students are no better and no worse than the age itself."[13]

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[7]CA, 6.10.8
[8]CA, Ibid
[9]CA, Ibid
[10]EB, 10.5.6
[11]EB, 10.4.7
[12]EB, Ibid
[13]EB, 12.12.7

A common editorial text is that "the present-day university graduate too often tends to be merely a narrow specialist, with little knowledge or interest beyond the limits of his specialty."[14] Deploring "the technical emphasis which excludes all else," the Edmonton Journal asks, "How many students . . . in our universities are encouraged to think things out, to make their own conclusions?"[15] The scarcity of such students means "we are paying the penalty in a dire lack of leadership."[16]

For this specialization the universities themselves are not solely held responsible.

> Modern business, industrial and professional life demands specialists. The graduate must meet the requirements -- ostensibly set by the university, but actually set by those who will eventually employ him -- or he is presumed to lack professional standing.[17]

While realizing "todays world will not permit a lessening of technical ability; on the contrary it will demand more and more of it."[18] the daily newspapers agree that higher education has another purpose other than merely technical training.

> This purpose is the training of the mind to think intelligently, and the provision of a wide background of general information and experience for the material upon which such trained minds may operate.[19]

Or, putting it another way:

The prime function of a university is to arrange

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[14]EJ, 8.14.8
[15]EJ, Ibid
[16]EJ, 11.19.8
[17]CH, 3.18.9
[18]EJ, 11.19.8
[19]CA, 2.22.6

> and describe the important currents of thought, both past and present, so the student can appraise them and form his own enlightened opinion.[20]

Therefore, more attention must be paid to cultural education. For as the Edmonton Journal explains:

> It is important that from our universities there should flow a constant and ever broadening stream of complete men and women, in whom technical competence is balanced by spiritual awareness.[21]

The achieving of such a harmonious balance is regarded as "perhaps the greatest problem of modern education."[22] Alberta educators are revealed, by the Edmonton Bulletin,[23] as being cognizant of this problem, and it is further pointed out that the University of Alberta's expansion program is aimed at blending the cultural and the practical aspects of education.

As a result of the editors' evident belief that higher education must not just be learning to make a living, a suggestion by the Alberta School Trustees' Association that technical electives in grade twelve be substituted for a second language in the matriculant requirements for university entrance is not approved.

Nor does a request by real estate men in the province asking the University of Alberta to include a course in real estate in its curriculum find any supporter amongst the daily newspapers. "Is this the responsibility of a university?" asks the Calgary Herald. "We think not."[24]

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[20]CA, 3.2.9
[21]EJ, 5.19.9
[22]EJ, 8.14.8
[23]EB, 5.18.0
[24]CH, 10.12.8

Concluding this editorial, which is entitled "Universities Must Educate, Not Train," this newspaper suggests that with many types of so-called education:

> There is a point . . . where the cultural aspect wears so thin it is no longer a disguise. Beyond that point the emphasis is strictly on training, not on education. There the function of a university ends — or it extends to barber colleges and academies of tinsmithing.[25]

CURRICULUM AND METHODS

While editors are loquacious when considering the value and purpose of a university education, they are, by comparison quite reticent in making positive comments on specific subjects which they feel should, or should not, be taught. Only fourteen out of the 256 editorials on higher education deal directly with course offerings.

The University of Alberta is praised for inaugurating a course in petroleum engineering. Such a course, it is explained, "will fill a long-felt want, both of the oil industry and of ambitious students."[26] And when the first class of these engineers graduated in 1950 the Lethbridge Herald adds, ". . . the University is to be commended. . . it had a responsibility and met it."[27]

However, the introduction of a physical education school is not unanimously approved. Some feel it is consistent with the "wide aim of education"[28] which "is to

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[25]CH, 10.12.8
[26]EJ, 10.20.7
[27]LH, 5.9.0
[28]EB, 8.8.0

develop a useful mind in a useful body."[29] Others, notably the Edmonton Journal, consider it ill-advised and suggest that existing faculties be strengthened first. It is drawn to the attention of the university authorities that

> The besetting weakness of all western universities. . has been the tendency to multiply subjects and courses of study, in a vain effort to offer instruction in every branch of knowledge taught at the larger and wealthier universities of eastern Canada and the United States.[30]

It is argued further that this is now generally recognized as a mistake. "The true road of distinction for a small college lies in concentrating on a few faculties and making them the equal of any."[31]

The proposed establishment of a chair of social credit at the University of Alberta is violently opposed on the grounds that "politics should be kept out of universities."[32] Commenting on this the Calgary Herald sarcastically remarks: "Any university professor, no matter how gifted, would have a difficult task to explain social credit."[33]

Some newspapers expressed the belief that courses should be offered in communism,[34] electronics,[35] social work,[36] and psychiatry.[37]

Restricted registration of medical and dental students is scored by the Edmonton newspapers. Under the heading

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[29]EB, Ibid
[30]EJ, 2.6.6.
[31]EJ, Ibid
[32]CH, 3.23.6
[33]CH, Ibid
[34]CA, 3.2.9
[35]CA, 2.24.7
[36]MHDN, 7.22.6
[37]CH, 5.13.7

"Physicians Needed"[38] the Edmonton Bulletin wonders why with such a great demand for doctors the University does not expand its facilities and train more of them. Another editorial[39] hints that the Medical Association is exerting pressure to keep the enrolment down. The Edmonton Journal berates the medical, dental, and other professions for restricting membership because of what it claims is "fear of personal competition."[40]

> The various professional groups, in collaboration with educational authorities, have set high standards in the required qualifications. The young man or woman who spends years in preparation and meets them should not require further "screening". Nor should attempts be made to divert them from their purpose, either through the creation of unnatural artificial barriers during their schooling, or by talk by their elders of there being no room for them.[41]

Actual instructional technique is also criticized. The Calgary Albertan and the Edmonton Journal join in denouncing "excessive note-taking in university classrooms."[42] Claiming "the fault lies more often with the lecturer than the student"[43] the Albertan observes:

> Too many professors want to give an uninterrupted address, sometimes even a reading. They put something on paper, recite it to the class and expect the class to put it verbatim on paper, and call that a lecture.[44]

This "is not education."[45] It should be required of every professor that if he prepares his work on paper:

> . . . he put his basic course in writing and distribute it to the class so that the valuable class-

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[38]EB, 7.30.7
[39]EB, 7.22.7
[40]EJ, 6.13.7
[41]EJ, Ibid
[42]CA, 10.7.0
[43]CA, Ibid
[44]CA, Ibid
[45]CA, Ibid

> room time may be devoted to something more than a stenographic dictation exercise.[46]

A considerable number of editorials discuss, in very general, and favorable terms, graduates, convocation, and honorary degrees. Graduates are urged to make the most of the many opportunities available in Canada, and particularly in Alberta. The university is complimented on the high calibre of the men and women it selects to honor each year at convocation by bestowing honorary degrees upon them.

FINANCING UNIVERSITY EDUCATION

Editors are well aware of the increasing cost of operating the University of Alberta. The Lethbridge Herald explains "that another million dollars a year in revenue is needed if the University is to fulfill its task as Alberta's institution of higher learning."[47]

The province is urged to come to the assistance of the university. "Alberta is one of the wealthiest provinces per capita, in the Dominion,"[48] points out the Calgary Herald.

> Clearly the province is able to help the university in its financial dilemma if it wants to. Charity, it may be pointed out, begins at home.[49]

This newspaper is of the opinion that universities created by provincial governments have no valid claim for federal aid as compared with those that depend largely on

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[46]CA, 10.7.0

[47]LH, 5.18.6

[48]CH, 2.15.9

[49]CH, Ibid

fees and private donations. The Edmonton Journal believes that "only on the grounds of raising the whole level would national intervention be justified."[50] Even then, this newspaper is wary of the uniformity federal aid implies.

Another aspect worries the Calgary Herald. It explains that "once any government subscribes part of the cost of maintaining a university, it feels it is entitled to some say in administration." And, adds the Herald, " . . . the results are not invariably happy."[51] In general, the press, while favoring provincial aid, is wary of federal aid for higher education.

Ideas of increased tuition fees are favorably received by editors. As the Edmonton Bulletin puts it:

> . . . since at least half of the social, financial and other benefits of higher education are enjoyed by the individual who receives it, he or she should surely pay more than one-third of the cost.[52]

The Edmonton Journal writing under the heading "Degrees Cost Less Here"[53] draws attention to the fact that despite recent increases Alberta's fees are still the lowest of the four western universities.

Significant is this statement by the Edmonton Bulletin: "Every increase in fees should be balanced by a corresponding increase in scholarships for use of brilliant students of slight personal means."[54] It sums up a province-wide plea by the press for more scholarships so that no deserving

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[50] EJ, 1.29.6
[51] CH, 8.27.9
[52] EB, 5.13.8
[53] EJ, 6.14.9
[54] EB, 5.31.9

student has to be deprived of a university education for lack of money.

It is felt that some of these scholarships should come from the senior government.

> After all, the state, through heavy personal income, succession duty, and gift taxation has almost wiped out private endowment of scholarship. The state, therefore, should not hesitate to use a small part of its tax revenues for such purposes, especially in a province where the only university is a state institution.[55]

Other scholarships should be forthcoming from business and industry, in partial payment of their tremendous debt to education. One editorial castigates business concerns, which are directly dependent upon our university graduates, for being "niggardly in their direct support of higher education."[56]

All donors of present scholarships are roundly praised and encouraged to contribute even more. For, as the Edmonton Bulletin indicates:

> . . . no more benign use can be made of money than to afford educational facilities for promising young men and women.[57]

UNIVERSITY EXPANSION

The daily newspapers of the province, while wary of some of the implications of government aid, nonetheless believe that greater expenditures are necessary by the

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[55] EJ, 5.1.8

[56] EJ, 8.23.6

[57] EB, 8.3.8

senior governments on university accommodation and facilities to provide greater opportunities for the training of highly-skilled personnel, thereby making it possible for Canadian youth to be in a position to take advantage of future openings in the unfolding industrial development of this country. However, as the Medicine Hat Daily News points out, this will take some urging.

> Unless the people demand expansion of educational opportunities to meet the needs of the great majority of our youth then we may expect no great initiative on the part of governmental leaders toward this end.[58]

Noticing the building programs now underway at Canadian universities with their emphasis on medical, engineering and research laboratories the Edmonton Journal comments:

> . . . these figures supply one more proof that we are drifting away from the old idea of a university as a place for developing mind and character to the modern notion that it exists merely to train people to do specific jobs.[59]

Again the cry goes up for increased cultural education and less technical education.

In considering the expansion of university facilities in this province the press naturally turns to a discussion of branch universities. Whether or not a branch of the University of Alberta should be established in the southern part of the province is indeed the most contentious issue of higher education in Alberta.

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[58]MHDN, 8.30.9 [59]EJ, 11.27.8

To clarify the problem, the editorial comment of each daily newspaper will first be considered separately, following which a collective assessment will be made.

The Calgary Albertan, commenting on Dr. Newton's statement that more persons were enrolled in freshmen classes than could be carried through senior years with existing facilities, starts the ball rolling.

> The usual argument against a Calgary Branch is that it would mean overlapping of services. That argument is meaningless. Present facilities . . . are inadequate to deal with the present multitude in virtually every department of the institution. Professors are badly overworked.[60]

"Duplication of services must start somewhere," claims the Albertan. "The time is now. The place is Calgary."[61]

This paper, aware of Edmonton's reported income of four million dollars a year from the University, points out that were a Calgary branch able to absorb even one-quarter of next years estimated registration it would give the city close to a million-dollar-a-year industry. "Merely from a dollars and cents point of view, it would pay Calgary's business men to do a little tub thumping for a branch of the university here."[62]

It is pointed out that "Calgary is the only one of thirteen cities in Canada with more than 60,000 population . . . which does not have a full and complete university."[63]

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[60] CA, 1.10.6

[61] CA, Ibid

[62] CA, 1.25.6

[63] CA, 3.4.7

Editorials captioned "All Calgary Asks Is A Fair Deal"[64] and "Calgary Parents Would Save Thousands"[65] discount the financial barriers which the government claim exist. This newspaper notes that certain basic courses have several sections and that the cost of having one or two of these sections in Calgary is not much more than in Edmonton. These courses would be the nucleus of a university branch. Further, it is claimed, that students of the area would save perhaps $50,000 a year.

> Calgary is not asking for a duplication of everything Edmonton has. All it wants is a chance to save money on the first year or so of a college education.[66]

The Calgary Herald voices its opinions about a branch university more sharply. An $800,000 building expenditure for the University of Alberta appearing in the 1947 provincial budget occasions this remark:

> It should now be quite clear that the government intends to give Edmonton a complete monopoly on all university facilities, without any consideration for the needs of Calgary and the southern part of the province generally.[67]

"This policy of centralization - so sharply different from Social Credit professions - should be strongly resisted,"[68] cautions the Herald. Centralization "from the standpoint of higher education . . . is . . . serious and . . . ludicrous."[69] The provincial government is not practising the decentralization it preaches, argues this newspaper. "The public school, the high school and university continues to be dominated by

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[65]CA, 3.11.0 [67]CH, 3.8.7 [69]CH, 4.10.7

[66]CA, 3.11.0 [68]CH, Ibid

the pooh-bahs in Edmonton."[70] Unless the government alters its policy the Herald is afraid that "hundreds of Southern Alberta students will never see university, except on a picture post-card."[71]

When in 1948 a motion was defeated in the legislature asking for consideration of the establishment of a university branch in Calgary, this daily argues:

> Calgary may, at the moment, lack some of the physical facilities for establishing a branch university, but that is a poor excuse for the governments refusal even to give the matter consideration.[72]

The statement made by Mr. Percy Page in the legislature to the effect that a degree from a small university is not equivalent to a degree from a larger university causes the Herald to retort:

> Size has little to do with the academic standing of any university. The quality and experience of the professorial staff, the ratio of the library and laboratory facilities to the number of students, and the requirements for graduation are the real determining factors. Indeed, these factors being equal in big and small universities, the latter is likely to turn out better educated graduates, because more individual tuition can be given in small classes.[73]

Finally, rather resignedly, it urges that junior courses be established immediately as it is convinced nothing more can be expected from the present government.

The Lethbridge Herald adopts substantially the same attitude. "While we favor the concentration of the academic

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[70] CH, 2.21.8

[71] CH, 4.10.7

[72] CH, 2.26.8

[73] CH, Ibid

courses at Edmonton, and the specialized courses too, in certain professions, we do think it is time the rest of the province was given a break."[74] The break this newspaper wants is a junior college in Lethbridge offering the first two years of university, while at the same time providing training in subjects such as agriculture and mechanics to those desirous of more education, but not education of a professional nature.

Centralization "is the one weakness of our educational set-up in Alberta,"[75] states the Lethbridge Herald, adding its voice to that of the Calgary Herald. "What we need in Alberta is a spread of the institutions of higher learning."[76]

The Edmonton papers are decidedly against the establishment of a branch university. It should be thoroughly understood, explains the Edmonton Bulletin, that a branch of a university is not a university any more than a single limb of a tree is a whole tree. "And university education cannot be dispatched to outlying points like soup or soap."[77]

It agrees that instructors could be sent to Calgary, that some knowledge and facts would be acquired by students. "But neither knowledge or facts are education. It is academic hypocrisy to claim that they are"[78]

For this newspaper a university, if it is worth anything, is a good deal more than a school for cramming prac-

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[74]LH, 3.18.7 [76]LH, 3.18.7 [78]EB, Ibid

[75]LH, 6.7.8 [77]EB, 2.23.6

tical knowledge into the heads of the young. A good university is a tradition. It teaches, not only a technique for making a living, but also a way of life. It is useful, not only because it hands out facts, but because it provides close intellectual association with men whose personalities and leadership are a wholesome inspiration to youth.

"These are things which cannot be spread out too thin," observes the Bulletin. "You cannot split up a great teacher into several parts."[79]

"One would think then," it suggests, "that the tendency would be towards fewer and greater universities instead of towards more mediocre ones."[80]

With this opinion the Edmonton Journal concurs wholeheartedly: "Not until Alberta has built one good university should it consider starting a second."[81]

The Medicine Hat Daily News, while agreeing that university facilities should be extended, is more interested in an equalization of university costs. It believes

> . . . transportation costs should be equalized by pooling and . . . a system of residence and subsistence be worked out which would approximate the costs for a student living at home.[82]

By way of recapitulation, it can be said that the Calgary newspapers definitely favor the establishment of a branch university in Calgary; the Lethbridge Herald is

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[79] EB, 2.23.6

[80] EB, Ibid

[81] EJ, 3.14.7

[82] MHDN, 1.22.9

desirous of a junior college in Lethbridge offering training in agriculture and mechanics as well as the first two years of university; the Medicine Hat Daily News agrees in principle with branch universities, but does not openly demand their existence; and the Edmonton newspapers are decidedly opposed to any decentralization of university facilities.

PERSONNEL

A considerable number of editorials appear in the columns of the daily newspapers of the province dealing with individual educators connected presently, or in the past, with the University of Alberta. These are all written in a laudatory manner, wherein the individual is recognized for his contributions to education. The following two statements are illustrative of this type of comment:

> Thousands knew him as a kindly and helpful official, and as a brilliant teacher who could make intelligible the mazes of Modern European history.[83]

> His contribution to education in this province cannot be overestimated and his loss will be deeply felt.[84]

The selection of a new president for the university elicits an editorial entitled "The Kind of Man the University Needs" from the Calgary Herald, stating:

> One of the shortcomings of the university in the past few years has been its comparative remoteness from the public life of Alberta. The university has not made itself a continuing and influential part of the ordinary life of Alberta.[85]

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[83] EJ, 10.7.7

[84] EB, 8.1.6

[85] CH, 5.26.0

This newspaper believes that a man should be selected who can bring the university to the people. The Edmonton Bulletin directs attention to "the present American theorem . . . that administrative ability is more essential in a university president than scholarship," and suggests, "the idea is worth consideration."[86]

When Dean Andrew Stewart was appointed to the presidency of the University of Alberta the Lethbridge Herald comments:

> Professor Stewart is the right man for a big job. He will bring to it a keen mind, a background of Scottish thrift, and a realism regarding the problems to be faced.[87]

The Calgary Albertan is in full agreement.

> We can think of no person better equipped to direct the affairs of the University of Alberta and to integrate it with the community.[88]

A slight flurry of activity occurs among editors when Dr. George Hunter is dismissed from the university for allegedly carrying on political activity in the classroom. The Calgary Albertan[89] feels the authorities were justified in their action and the case should be considered closed. However, such is not the case with the Calgary Herald.

> The whole affair smacks far too much of witch-hunting for our liking. If we are so seriously lacking in faith in our form of democracy that we are afraid to let university students be exposed to heterodox ideas — assuming that Dr.

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[86] EB, 8.5.8

[87] LH, 6.28.0

[88] CA, 6.29.0

[89] CA, 7.8.9

> Hunter's views were really heterodox - then we do not deserve the freedom which our ancestors bequeathed to us.[90]

This newspaper further suggests that if the University of Alberta is afraid to allow anything except a narrow political orthodoxy to be discussed in its lecture rooms, then it does not deserve the name university at all. The only question of any consequence is "whether Dr. Hunter is a good biochemist, and whether his political views, whatever they were, made any difference to his qualifications to teach the subject."[91]

Under the caption "Undoubtedly Necessary" the Lethbridge Herald upholds the professor's dismissal. Pointing out that in a free country men have a right to say what they think, as long as they are not breaking the law. "But their freedom certainly does not allow them to use up their employers' time to spout their own personal political views."[92] Professor Hunter was apparently doing this and therefore deserved to be dismissed, concludes this paper.

"That Red Herring Smell" is the title of the Medicine Hat Daily News" editorial on this subject. "The whole question is one of extreme importance and one charged with danger."[93] Although this newspaper has not use for Communists, it is worried lest in our haste to

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[90] CH, 7.8.9

[91] CH, 7.8.9

[92] LH, 7.11.9

[93] MHDN, 7.7.9

destroy the threat they pose, the virtues of the very system we are trying to preserve may perish.

> Universities are supposed to be based on the foundation of intellectual freedom. Just how far we can go in curbing the tongues of our professors and still call our universities free we can't say.[94]

The Daily News feels that the recent action of the university board of governors smells a little like something that has been happening under communist rule, which we profess to detest. "Surely," it argues, "we can be consistent and honest and still be safe."[95]

One newspaper censures university professors for failing, as a group, to raise their status in the eyes of the public.

> It is unfortunate but true that university professors the world over are greeted on far too many occasions with suspicion or even derision.[96]

This daily, the Lethbridge Herald, observes that less learned people criticize professors because they often claim they detect communist leanings, or laugh at them because they think they're absent-minded. Attention is drawn to the fact that actually the university professor is a fairly normal person with well above-average intelligence doing as good a job as he can teaching other people's children. He can't help it if other people are jealous of his intellectual accomplishments, but he can help his

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[94] MHDN, Ibid

[95] MHDN, Ibid

[96] LH, 10.8.8

general reputation, "if he keeps the stuffed shirts among his colleagues from making fools of themselves and the profession they represent."[97]

STUDENTS AND THEIR ORGANIZATIONS

Some educators claim that lately the calibre of university freshmen has been worse than ever. This is deprecated by the Edmonton Journal[98] which claims the students of today are the equal of their predecessors. Any change is attributed to weaknesses in our educational system and our teaching. In fact, it is pointed out, some of the blame likely lies with the very educators who claim that the students are deteriorating.

This support of university students is characteristic of the general feeling evident in all sections of the press. University students are considered "no better and no worse than the age itself."[99] It is the conviction that they have much criticism levied at them because an "ounce of radicalism in a college receives more publicity than a pound of red revolution elsewhere."[100] Commenting on inter-faculty brawls, the Calgary Albertan states, "It is pleasant to think that once more a crowd of young and healthy youngsters can stage a good, rowdy, idiotic rough-house without impending a war effort or breaking a defence law."[101]

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[97]LH, Ibid [98]EJ, 10.16.0 [99]EB, 12.12.7 [100]EJ, 12.8.9 [101]CH, 2.27.6

However, editorials such as "What's University For"[102] and "Hard Work At The University"[103] are quick to remind students that the university was established to provide cultural and technical education, and is not just a place to learn social skills. Students are expected by the press to earn their degrees through hard work.

Alarm is expressed at the casualities in first year university and the following suggestion is made:

> Perhaps if greater attention were paid to firing the first year students interest and ambition in what he can learn at the university, and to giving some thought to his "bent" and to what he might do best, second and third year classes would be much larger than they are.[104]

Judging by the number of editorials on the subject the press is greatly interested in political activity amongst university students. Political activity is approved by some on the basis that university graduates should be prepared to supply leadership in our democratic society and need a knowledge of politics to do so.

> Political clubs sponsored by political parties could bring university students into closer touch with the business world. They could provide a new zest for a flagging interest in democratic institutions. They could provide our political parties with young and able leaders.[105]

Organizations like the Mock Parliament and the Political Science club are praised by the Calgary Albertan,[106] and the Edmonton Journal.[107]

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[102] EJ, 12.19.9
[103] EB, 12.18.9
[104] EJ, 9.29.8
[105] CA, 1.28.6
[106] CA, 1.18.9
[107] EJ, 12.11.6

However, the Edmonton Bulletin has a different point of view. It claims "the taxpayers of Canada pay for provincial universities so that young men and young women may acquire education, not so that they may play politics."[108]

Political clubs and Mock Parliaments areobjected to on the grounds that they reveal "some of the lowest aspects of politics rather than the highest."[109] This daily, while admitting of the value of political knowledge to students, is critical of the present manner in which this knowledge is obtained, yet offers no alternative method for achieving an understanding of politics.

Many editorials deal with the student veteran and his problems, and various student organizations and their problems. This comment, however, is scattered and inconclusive, and scarcely merits inclusion in this study.

SUMMARY

In quantity the editorial comment on higher education far exceeds that on any other topic. In quality, however, it does not. A large percentage of the editorials state mere platitudes of little significance for this study.

The press of the province, while appreciative of university education, alleges that it is overspecialized. It is felt that too much emphasis is being placed on technical

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[108] EB, 2.26.7

[109] EB, 2.4.8

training with a resultant neglect of the cultural aspects of education. The university is reminded that its function is to educate, not merely to turn out highly-skilled technicians. Editors vigorously urge a revision of higher education placing greater stress on the cultural, or spiritual, phases of learning to achieve a better balanced, more rounded education. They fail, however, to make any significant suggestions regarding course offerings.

Restrictions imposed by some faculties on the number, and type, of students that can be enrolled each year are disparaged by the daily newspapers of the province. They feel that a genuine need exists for all professional services and that facilities should be expanded to overcome this deficiency. Professional pressure groups which foster such restrictive practices are chastized.

The method of instruction at most universities comes under the scrutiny of some sections of the press who deplore the excessive note-taking it makes necessary. Uninterrupted addresses by professors and verbatim copying by students are not these newspapers idea of education. It is suggested that professors who prepare their work on paper should have it mimeographed and distributed to the class in advance, and then the lecture period could be devoted to an elaboration or discussion of the prepared statement.

Editors are well-aware of the need of universities

to increase their revenue if they are to continue to fulfill their obligation to society. Generally, it is believed that the provincial government should come to the assistance of the University of Alberta by means of increased grants. Federal aid is not considered advisable because of its restrictive uniformity. Increased fees, though approved, are conceived as merely nibbling at the problem of increased costs.

A concerted effort to increase the number of scholarships available to deserving students is evident. Governments, private individuals, business and industry are all urged to contribute so that no worthy students of little means are deprived of a university education.

An expansion of university facilities is proposed. To the newspapers in the southern part of the province this means decentralization, with the establishment of a branch university in the south; to the northern newspapers this means the expansion of existing facilities. The nature of the extension of university facilities is the most controversial issue in higher education.

University professors are highly admired. The many lauditory references appearing in editorial columns are evidence of this. The press, while respecting their political freedom, is divided as to their right to expound personal political beliefs in the lecture-room. Criti-

cism of their actions occurred in but one paper, which deplored the failure of professors, as a group, to raise their status in the eyes of the general public.

Support is forthcoming for students and their problems as well. Students of today are viewed as no better, or no worse than those of past generations, and criticism that they are is ridiculed. They are cautioned, however, by editors, not to let the social aspects of university life overshadow their studies. Some political activity on the part of students is supported, but what form such activity should take cannot be agreed upon.

Student organizations, student veterans, graduation, convocation, and honorary degrees are subjects for a good many editorials. Comment is generally favorable, but not too important.

TABLE IV

EDITORIALS ON HIGHER EDUCATION COMPARED TO OTHER EDITORIALS ON EDUCATION

Newspaper	Total Education Editorials	Editorials on Higher Education	Percentage
Edmonton Journal	265	120	45.28
Edmonton Bulletin	157	50	31.85
Calgary Albertan	105	29	27.62
Calgary Herald	100	23	23.00
Lethbridge Herald	153	28	18.30
Medicine Hat Daily News	103	6	5.80
Totals	883	256	28.99

TABLE V

NUMBER OF EDITORIALS ON EACH SUB-TOPIC UNDER HIGHER EDUCATION

Sub-Topic	Number of Editorials
Staff	56
Students and their organizations	31
Branch universities	27
Convocation, Graduation	26
Scholarships	25
Purpose, value, efficiency	20
Student Veterans	16
Courses	14
Costs	12
Expansion, building program	11
Political activity	10
Procedures	8
Total	256

CHAPTER V

ADMINISTRATION

School boards, administrators, the County Act, and various administrative procedures are dealt with in six per cent of the editorials on education appearing in the daily newspapers of the province. The Calgary Albertan devotes a greater amount of space to a discussion of these topics than any other newspaper considered in this study.

In volume of editorial comment administration holds no significant position. But in this comment are issues of sufficient import to educators to justify their consideration in this chapter.

SCHOOL BOARDS AND THEIR POLICIES

In the main, editorial comment on school boards and their policies is favorable. Editors are quick to note that

> Managing the affairs of one of Alberta's large consolidated school divisions today is a big business that makes heavy demands upon the intelligence, resources and time of the division trustees and all their staff.[1]

The following statements indicate that the press feels the school boards are doing a commendable job despite the many problems occasioned by the need for a rapid expan-

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[1]EJ, 10.24.9

sion of educational facilities.

> The school board has handled its planning chore in a restrained and constructive manner and merits the support of all residents in their endeavor to provide for our expanding populace without any sudden impact on the tax structure.[2]

> Members of the school board are to be congratulated on their awareness of their responsibilities. . .[3]

> The management of our schools is, we suggest, in good hands . . .[4]

> The school board has always tackled its responsibilities in a fearless and progressive manner.[5]

> . . . it can be said that the School Board, without being extravagant, gives thorough and non-partisan attention to the business of operating Calgary schools.[6]

> The city is fortunate in having the benefit of the services, given voluntarily, of present trustee representatives.[7]

Adherence to the tradition that in a democratic system of education final authority for the schools rests in the public representatives who make up the personnel of school boards is evident in the support found in the press for "home rule." For example, when a bill is introduced in the provincial legislature to permit the Minister of Education to fire school board secretaries of whom he disapproves, a volley of criticism bursts forth.

> It should be clearly understood by the provincial government and shouted to the housetops by the people of this province that the province has no right to interfere in local governments. The

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[2]MHDN, 9.8.0 [4]MHDN, 3.8.0 [6]CA, 3.6.0

[3]MHDN, 9.28.8 [5]MHDN, 11.19.8 [7]MHDN, 11.19.8

> province has no more authority, morally or legally, to pass on the secretary of a school district than it has on the city clerk of Calgary.[8]

The foregoing statement by the Calgary Albertan, is emphatically endorsed by the Edmonton Journal. This newspaper in calling for an explanation by the government of its action suggests:

> The minister might also expand his answers to include a statement on just how much "home rule" his department intends to leave to school trustee boards. From all accounts, they do receive a tremendous amount of "guidance" if too few provincial dollars.[9]

"Dangerous Precedent" is the title of an editorial appearing in the Lethbridge Herald on this topic. It accuses the Minister and the Department of Education of setting aside the school board and making it a rubber stamp for carrying out the orders of the government. "Home rule apparently means nothing with Education Minister Ansley,"[10] claims the Herald.

> Indeed, home rule in school matters has almost disappeared under Social Credit which has been carrying on with a high hand for the past decade.[11]

Such a practice is viewed as being "on the road to totalitarianism." Furthermore:

> . . . it musn't be allowed to develop in Alberta, and if Alberta legislators are worth their salt they will see to it that conditions are set up to curb such wide and unwarranted powers as the Minister of Education has assumed.[12]

As a result of public opposition, in which the press

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[8] CA, 3.23.6

[9] EJ, 3.25.6

[10] LH, 3.25.6

[11] LH, Ibid

[12] LH, Ibid

took the leading role, the government eventually withdrew this bill.

A later piece of legislation, which restored to school boards the right to dismiss a principal or vice-principal, is championed by the Calgary Albertan over teacher opposition.

> Although the school boards, particularly in small towns and in rural districts, can and often do judge their teachers unfairly, still they are the hiring authorities. They pay most of the wages. Surely it is not asking too much to give the people who do the hiring and pay the bill the right to do the firing.[13]

However, opposition to this move is apparent in one newspaper, the Calgary Herald, which thinks it is a bad policy.

> This change is a serious step away from academic freedom. It puts principals largely at the mercy of school boards — which, in rural districts particularly may be uncomfortable for them.[14]

This statement is characteristic of the Herald's belief that "in recent years school boards have tended to abuse their independence."[15]

Nor is this newspaper alone in its criticism of school board policies, for although the press staunchly supports school boards in most instances, editors do not hesitate to condemn them when they feel such action is warranted.

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[13]CA, 4.23.9

[14]CH, 4.16.9

[15]CH, 3.8.0

The Calgary School Board's practice of "secret, closed committee sessions"[16] in which, it is claimed, the major portion of the school business is conducted, precipitates a series of disparaging editorials in the Calgary Albertan. This newspaper notes that "secrecy surrounding the spending of public money . . . irritates any citizen interested in the welfare of education."[17] It is charged that such practices are "a very serious lapse in public responsibility."[18] Urging that all school board meetings be open to the public the Albertan bitingly remarks, "What is good enough for the Supreme Court of Canada surely ought to be good enough for the Calgary Public School Board."[19]

Evidence that this newspaper will continue its fight against secrecy at board meetings is contained in this excerpt from an editorial entitled "Asking for Criticism":

> . . . criticism of the board is being asked for by the board members themselves and will continue to be until they change their viewpoint and discontinue to operate with such secrecy.[20]

On another issue — the provision of health services in Calgary Schools — the Albertan is joined by the city's other newspaper, the Herald, as it launches a further stream of criticism. Both newspapers, in editorials bearing captions such as "Time To End This Civic Bickering"[21] or "An Unten-

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[16]CA, 3.26.9
[17]CA, 3.17.7
[18]CA, 2.9.0
[19]CA, Ibid
[20]CA, 4.8.7
[21]CH, 5.10.0

able Situation",[22] chastize the school board for its failure to reach agreement with the city health department on the question of which agency will provide health services for Calgary's school children.

The Edmonton Journal expresses alarm at an amendment to the School Act allowing school trustees to pay themselves for services rendered to education. Claiming this is a bad precedent it says:

> We hope the day will never come when all forms of community service will carry a price tag.[23]

Finally, the Calgary Herald raises an interesting point when it says:

> . . . whether the law which compels every parent to send his children to school also lays on school boards an irrevocable duty to educate — or rather, attempt to educate — those children until they are 15, or whatever the school leaving age happens to be, and to go on attempting to educate them long after it has become clear that the effort is a waste of public money.[24]

This newspaper feels that the schools are better off without such students and should not be obligated to attempt to supply education once it has been proven to be futile.

THE COUNTY ACT

Of the four daily newspapers commenting directly on the County Act, two definitely oppose it, one appears to

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[22]CA, 5.10.0

[23]EJ, 3.28.6

[24]CH, 3.30.9

favor it, while the other, after giving it initial approval, later becomes critical of it.

From the very moment it was first proposed the Edmonton Journal opposed the County Act because it felt that

> The separation of education is an important essential in the decentralization which is one of the great strengths of our present system of municipal government.[25]

It is worried lest

> . . . provincial ministers and officials, impressed by their heavier dollar contribution to the cause, may come to feel that this should be accompanied by more centralized control and more detailed provincial direction of education, to the subsequent detriment of the diversity which gives unity its vitality.[26]

Attention is drawn to the fact that the Act contains no provision for dealing with minority schools. The Journal wonders if the sponsors figure that both budgets will be handled by one council and implies that such a practice will lead to racial and religious conflict. It suggests that the bill "be withdrawn until such time as there is a bona fide public demand for such a measure."[27]

When the County Act was passed this newspaper notes that the threat to decentralization is now something "more than potential."[28] It remarks:

> . . . Albertans will wonder if their province, which has given Canada much leadership in education, is now going to go, mistakenly, against the general trend.[29]

The Calgary Albertan concurs with the opinions expressed

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[25] EJ, 10.17.0

[26] EJ, 4.3.0

[27] EJ, 3.21.0

[28] EJ, 4.3.0

[29] EJ, Ibid

by the Edmonton Journal. Typical is its reaction to the statement by Mayor Don MacKay that he sees a growing feeling to abolish school boards in favor of a director of education responsible to the municipal council.

> Separation of school administration from municipal administration has long been taken for granted in Alberta. If Mayor Don MacKay sees a "growing feeling" to abolish school boards, we are prepared to encourage a growing feeling that they be not abolished.[30]

Although critical of the manner in which the government is bringing in the county system, the Lethbridge Herald, nevertheless, advocates that it be tried out. It is particularly attracted to the Act's provision for a standardization of school and municipal district boundaries for what it calls "administrative efficiency in taxation."[31] Aware that critics of the County Act are repulsed by its financial implications this newspaper comments:

> The fear is expressed that the county, as the taxing authority under the county system, might have too much to say about school costs and may take some steps towards their control, Perhaps the county taxpayers who are also the school taxpayers, might not object.[32]

The Lethbridge Herald clearly states its position when it says:

> A county system under good management, with county manager, county engineer, county school superintendent and county assessor working in unison would solve a lot of problems and could save a lot of money to the people who, through taxes on property, must carry practically the whole burden.[33]

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[30]CA, 3.6.0

[31]LH, 3.25.0

[32]LH, 3.31.0

[33]LH, 12.2.9

It is clear that when this newspaper thinks about education it is primarily concerned with its financial aspects.

As time goes by the Calgary Herald grows more and more wary of this proposal. In the beginning this newspaper was fairly receptive to the idea. But either on the basis of a more considered judgment after a careful study of the subject, or a yielding to "pressure group" propaganda a definite change in attitude is apparent.

Aware of its practical limitations the Herald, nonetheless, originally felt that "in theory, the system is desirable."[34]

Later the following statements are more characteristic of its opinion:

> We are inherently suspicious of any scheme to improve administrative convenience, since the term is too often synonymous with putting more power into official hands.[35]

> . . . there is a real danger that the county scheme will be imposed on the whole province, within the next few years, without any real discussion of the issues involved.[36]

> Education is always an easy target for legislators wielding an axe, and we are afraid that once the county councils got control over school spending, rural education in Alberta would be exceedingly vulnerable to thoughtless "economy" measures.[37]

The latest editorial on this topic appearing in the Calgary Herald, and considered in this study, is significantly entitled "The County Act: Another Look Needed" and the

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[34]CH, 2.26.9

[35]CH, 3.3.0

[36]CH, 8.11.0

[37]CH, 3.3.0

following exerpt indicates what could be considered the newspaper's present view:

> We are sure that, somewhere between the independence which trustees now enjoy and the complete abandonment of independent school administration proposed in the County Act, there lies a workable compromise. (This is assuming that some compromise is, in fact, necessary — a proposition which has yet to be proved).[38]

OTHER ADMINISTRATIVE COMMENT

The light volume of comment about public school administrators appearing in the daily newspapers leads one to wonder if, after all, the position of the administrative group is as dominant in the public mind as some would have us believe. Only the Minister and the Deputy Minister of Education are singled out by editors for consideration.

There is a noticeable press neglect of the school principal and school superintendent. Editors are apparently unconcerned about the persons whose administrative duties as heads of the individual instructional units bring them in close contact with the children or about the relationship that exists between the school board and the superintendent. Perhaps administrators have failed by their actions to impress the press and the public with their relative importance to the educational scene.

The Lethbridge Herald and the Calgary Albertan express some misgivings about the efficiency of the large rural school

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[38]CH, 8.11.0

units. Pointing to the problems involved in pupil transportation occasioned by bad roads blocked by snow in the winter and made impassable by mud in the summer these newspapers observe that

> One wonders whether we didn't go to far and too fast in our efforts here in Alberta to provide better school buildings and van service to get the children to the schools. It has been a costly business, but the cost would not have counted so much had not the Weather Man interfered so greatly with . . . school attendance.[39]

As a rule, however, the press appears to be well satisfied with the large school unit.

Other editorials in this area deal with equal educational opportunities for Indians, Hutterite colony schools, dormitory life, the striking ofthe tax rates within municipalities, voting powers with regard to school bylaws, and private schools. As is often the case, the nature and the volume of the comment is not worthy of detailed discussion. However, the editorials are worthy of mention and recognition in this study.

Finally, the reaction of the Lethbridge Herald towards a suggestion that the school year be cut from two hundred to one hundred and sixty days is interesting.

> With the schools costing more to build, teachers' salaries costing more and all the materials which go into the operation of a school costing more, the suggestion that the schools should be used for less days — with the same yearly take-home pay for the teachers contemplated, no doubt — is hardly to be entertained.[40]

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[39] LH, 1.27.0 [40] LH, 3.23.8

This newspaper proposes that "schools should be open six days a week the year roundwith the sixth day given to extra-classroom activities."[41] Under this plan children would be promoted to a higher grade whenever ready for more advanced study and "teachers employed on a 12-month basis, with a month's vacation."[42] "Sounds radical!" agrees the Herald. "Yet, compared with the amount of money for building and operation costs in other enterprises our schools are little used today."[43] The editor believes he "has a plan worth considering".[44]

SUMMARY

Editors recognize that the tasks confronting school boards are difficult and as a rule commend them for meeting their responsibilities in an exemplary manner. A strong tendency persists to support the sovereign rights of school boards whenever they are threatened.

Some criticism of school boards is made on the ground that they have tended to abuse their independence and anything resembling secrecy or lack of responsiveness to the public will is seriously scored by certain editors.

Respecting the County Act a divergence of opinion is evident. One newspaper feels it will make for greater efficiency in operation and reduce costs, others are repelled by the centralization of control and the financial

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[41] LH, 3.23.8

[42] LH, Ibid

[43] LH, Ibid

[44] LH, Ibid

vulnerability of education under such a regime. In the main, however, the press rejects the County Act believing it to be a real threat to educational freedom and efficiency.

Other editorials are critical of the payment of school trustees; the provision of compulsory education to undesirable students; the absenteeism and high costs occasioned by pupil transportation in the large school units; and of any attempt to shorten the school year.

Notably deficient is the frequency of editorial comments on educational administrators. Consideration of the functions of the school superintendent and the school principal is entirely lacking in the Alberta press. One leaves this section with the feeling that the absence of any editorial comment on them may perhaps arise from their failure to impress their leadership on the social scene by neglecting to be as useful and as instrumental as they might have been.

CHAPTER VI

THE PRESS AND THE TEACHER

As a subject of general reference the teaching body occupies a leading place in editorial comment on education. Editorials on teachers rank fourth among the major fields of classification. They constitute 10.99 per cent of all editorials on education, and there are altogether, ninety-seven such editorials. Thirty-four or 35.05 per cent were written by the Edmonton Bulletin, while the Medicine Hat Daily News did not contribute any.

It is by no means certain that this suggests an adequate appreciation of the teacher. It does mean that after financial, curricular, and higher educational problems are disposed of editors turn to the teacher as a subject of interest and importance.

What is it about teachers that concern the press, A perusal of all the editorials on this topic reveals that the shortage of teachers, their salaries and their training are the main topics of interest. Some comment also deals with the purpose and the value of teachers and the difficulties they encounter.

ATTITUDE TOWARD TEACHERS

Most educational authorities would certainly agree that the teacher is the backbone of any educational system. Most of them would agree that any theory of instruction

stands or falls on the strength of the teachers who implement it. Public opinion, as reflected in the press, also recognizes the importance of the teacher.

Typical are editorials on education which advise: " . . . give the teacher a pat on the back"[1] for he is "the key figure in the whole business."[2]

The Edmonton Bulletin under the caption "Teaching Highest Profession" points out that "it is perhaps the highest profession of all because all other professions stem from it."[3] This same newspaper concludes that "without good teachers any educational system will collapse."[4] "It is no platitude to say that the school teacher is the backbone of the democratic system."[5]

Running parallel to this appreciation of the teacher is an understanding that he has many serious problems to contend with. "His job is not easy,"[6] observes the Lethbridge Herald.

> In addition to problems posed by curriculum changes there is a problem of absenteeism brought on by the competition of industry withits alluring wages and also the matter of schoolroom discipline.[7]

Noting that " . . . it is currently fashionable, if something goes wrong, to blame it on the early school training of children" and that "conversely, if human nature falls down in some particular, a loud cry goes up that the schools

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[1]LH, 11.17.8
[2]EJ, 9.2.0
[3]EB, 9.19.9
[4]EB, 11.15.8
[5]EB, 8.18,8
[6]LH, 10.9.8
[7]LH, Ibid

do something about it," the Edmonton Bulletin asks, "Just what is expected of school teachers anyway?"[8]

Editors feel that too much is expected of teachers, and are critical of parents who expect them to assume parental responsibility. "This is unfair to both the teacher and the child,"[9] says the Edmonton Bulletin.

The Calgary Herald in an editorial entitled "The Teachers Right To Live His Own Life" discusses the difficulties which arise, particularly in rural areas, over teachers smoking and drinking. However, "his, or her, worst problem is the belief, firmly fixed in many a private community, that the teacher should carry a tremendous burden of spare time activity."[10]

Continuing, the Herald emphasizes that

> Teachers need tolerance. They are entitled to the same faults and failings as other men and women. They are entitled, once the day's work is done, to live their own lives and to seek solace in their own particular way.[11]

In fact, concludes this newspaper with a touch of irony, "They are entitled . . . to be regarded as human beings."[12]

Political activity on the part of teachers is wholeheartedly endorsed by the Calgary Albertan.

> The teacher who is a leader in community affairs is more likely to cultivate in the pupil a sense

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[8]EB, 3.12.8 [10]CH, 10.18.6 [12]CH, Ibid

[9]EB, 9.14.8 [11]CH, Ibid

> of civic interest and responsibility. The teacher who is willing to serve the community publicly, particularly at the municipal level where democracy begins, is setting a good example to his pupils.[13]

And, when it is suggested that the teaching profession is harboring many communists within its ranks the press, in editorials bearing titles such as "A Profession Wronged"[14] or "Mean Reflection Against Teachers,"[15] leaps to the defense of teachers.

> . . . there is less likelihood of . . . teachers embracing communism than any one else because of their superior intellectual and educational level.[16]

Statements about teacher communists are regarded as "pure bosh"[17] and loyalty oaths as "merely insulting."[18]

While editorial attitude toward teachers is generally favorable, on occasion they are also censured.

For example, the Calgary Albertan in an editorial entitled "Teachers vs Education" notices that " . . . the pupils are the victims of a "new idea" which the teachers as a profession - have suddenly discovered during the past 20 or 30 years."

> Teachers have become convinced that it is their business to educate the pupils. This, of course, is not only impossible. It is ridiculous.
>
> Because:
>
> An education is not the result of instruction. It is the fruit of experience. No young human being can be given an education. He or she must obtain it.

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[13]CA, 10.27.9 [15]EB, 8.1.0 [17]CA, 4.3.6

[14]CA, 4.3.6 [16]EB, Ibid [18]EB, 8.1.0

"The declaration of the teaching profession that its object is to fit the young to take their place in life is," claims the Albertan, "a piece of pompous conceit."[19]

TEACHERS' SALARIES

Pages could be filled with reproductions of editorial comment taking up the cry — more money for the teachers!

The Edmonton Bulletin, the teacher's staunchest supporter, voices the general opinion of the press when it proclaims, "The chief ailment of education in Canada is the ridiculously low level of teachers' salaries."[20] Editors are convinced that "teachers' salaries are the crux of the educational crisis in Canada."[21]

"Teachers are not paid sufficiently good salaries"[22] says the Lethbridge Herald. "Salaries must be raised or education will inevitably decline."[23] Agreeing emphatically, the Edmonton Bulletin declares, "It is time to take the "teachers' salary" out of the joke column; and to pay them as though they were doing something worthwhile to the community."[24]

Our ludicrous standard of values is revealed by various editors who compare teachers' salaries with the salaries of other groups. The Calgary Herald[25] notes that bartenders and elevator operators are paid more than

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[19]CA, 5.21.6
[20]EB, 8.15.9
[21]EB, Ibid
[22]LH, 4.29.0
[23]EB, 8.15.9
[24]EB, 10.9.7
[25]CH, 10.25.6

teachers. Figures are quoted by the Edmonton Bulletin[26] which indicates that longshoremen, garage mechanics, and passenger brakemen have greater incomes than teachers.

On hearing that a primary teacher in Florida makes about $120 a month, while a baby-sitter earns as much as $135 a month,[27] the Edmonton Bulletin expresses concern over where this trend will lead.

> It is a devastating thought that education, upon which the welfare of the state depends, must eventually fall into the hands, if further funds for education are not forthcoming, of misfits who drift into teaching because they have been failures at everything else.[28]

Beyond a doubt, "our contempt for the processes of education is one of the most dangerous and corroding diseases of democratic civilization."[29]

One newspaper suggests that Alberta taxpayers must begin to ask themselves that:

> Aside from all the questions of moral and economic right, which is entirely on the side of the teachers, can this province afford to pile up discontent among the teachers by withholding from them a wage compatible with the place they fill in the democratic structure?[30]

The press is convinced we cannot.

> Under a form of government which depends for its effectiveness upon public enlightenment, the ultimate cost of such discontent and dissatisfaction is bound to be infinitely more than the cost of raising teachers' salaries to a fair level.[31]

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[26]EB, 5.13.8 [28]EB, 9.29.8 [30]EB, 2.28.7

[27]EB, 10.19.8 [29]EB, 10.19.8 [31]EB, Ibid

Teachers are viewed as touching two vital phases of civilized life. First, influencing the lives of children, they influence, indirectly, the lives of homes. Thus it is claimed by the Edmonton Bulletin that " cheap teaching can create cheap-minded children. And shoddy-minded children can ruin the homes of the country."[32]

Also, it is postulated that upon the enlightenment of the child depends the future of democracy and, therefore, "homes and government rest upon the skill and ability with which teachers carry out their work."[33]

As a result of these beliefs the press is convinced that "salaries should be raised, not only in justice to the teachers, but in justice to society. For it is society that will feel the effect once inadequate salaries begin to deteriorate teaching quality."[34]

The importance of the teacher and his need to be paid a salary commensurate with the job he performs is a common editorial theme. Hence, when a local organization asks that the school boards and the government co-operate to supply free textbooks for all students, the Edmonton Bulletin suggests that "if money is available to buy free books for every school child, that money, or at least some of it, should be used to bring teachers' salaries into line with the importance of their work."[35]

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[32] EB, 1.7.7

[33] EB, Ibid

[34] EB, Ibid

[35] EB, 3.15.8

> . . . the crux of the entire educational problem is teachers' salaries. Without good teachers, any educational system will collapse, and any number of free textbooks will be useless.[36]

The newspapers join with the teachers in demanding a minimum salary of $1500, and increased pensions. "The teachers are not only justified in their demand; but they are exceedingly modest in it."[37]

> The teaching profession . . . is one of the cornerstones of democratic civilization. Yet we have tried to reduce the dignity and value of that profession to a point parallel to an emolument of less than $1500 a year.[38]

An editorial entitled "A Reasonable Request" in the Calgary Albertan outlines the teachers' pension proposal.

> What the Alberta teachers want is the pension scheme now used for civil servants which would involve an annual service pension plus an annuity based on contributions.[39]

The Calgary Herald observes:

> We can see no valid reason why teachers should not be classed as civil servants — which they are — and given the protection of the Public Service Pension Act. Their wages permit little saving in a lifetime of work. Forty dollars a month is not an adequate pension; it is a disgrace.[40]

The press believes that "surely the people of a province who spend $26,000,000 a year on liquor, can afford to pay a minimum salary of $1500 a year, with a modest pension, to those whose essential work touches the future of Alberta so intimately."[41]

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[36] EB, 11.15.8 [38] EB, 1.7.7 [40] CH, 1.6.8

[37] EB, 1.7.7 [39] CH, 2.6.8 [41] EB, Ibid

When a new pension plan was instituted the Edmonton Bulletin heralded it as "an encouraging sign of public awakening to the importance of the teacher's task in the community."[42]

Yet, while acknowledging the rights of teachers to demand higher salaries and pensions, their methods of doing so are often questioned. Teachers while claiming to be a professional group employ labor union methods deterimental to their cause, claims the Edmonton Bulletin under the caption of "Profession or Labor Union."[43]

A strike vote taken by teachers in Drumheller is viewed by the Edmonton Journal as a setback to the professional aspect of teaching.

> A walk-out which would disrupt the school system of a community and leave children without instruction for an indefinite period is not the sort of thing one associates with professional standards.[44]

The Edmonton papers join in suggesting that the School Act and the Labour Act be amended to allow the teachers to settle their disputes in a manner more compatible with their professed status as a profession.

Professionalism also is considered by the Lethbridge Herald, a paper which is not too vigorous a campaigner for increased teachers' salaries. Attention is drawn to the fact that, while there are many to whom teaching is a profession, there are a lot of young teachers to whom it

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[42]EB, 3.31.8 [44]EJ, 3.2.9
[43]EB, 4.20.9

is not a profession, and who have no intention whatever of making it their life's work. "Therein lies one of the big problems facing teaching as a profession today."[45]

> . . . the salary of the real professional is not high enough — the salary of the beginner is often too high. In the effort to obtain mass production of professionals the inexperienced and inept beginner often stands in the way of those who are entitled to professional rating.[46]

This belief is reiterated in a later editorial.

> There should be a teaching profession. But those who become professionals should be screened out . . and these should be paid well in line with earnings in other professions and should be accorded a high standing in public opinion.[47]

Some sections of the press feel that in the matter of low salaries:

> Teachers have a great deal of blame to take upon themselves. They have lacked the foresight to organize themselves into a professional body and set up their own standards. They have accepted too readily the public attitude that "anybody can teach," and have by that token failed to educate the very public who hires them.[48]

It is pointed out that

> Teachers accept, often with good grace, salaries which make the average carpenter, machinist, or janitor laugh with some touch of scorn.[49]

The Calgary Albertan asks, "Can't standards of pay be established by teachers themselves?" And further, "Can't the public be made to understand that the skill and knowledge of the teacher is not to be bought at a

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[45]LH, 2.13.7 [47]LH, 3.6.7 [49]CA, Ibid

[46]LH, Ibid [48]CA, 5.2.7

cheaper rate than that of a janitor?"[50]

It is agreed that teachers have had the good-will of public-minded citizens for a long time now.

> From all sides have come indignation at the poor pay and the hard lot of the teacher. Governments and municipalities even add their crocodile tears to the general wail over our poor pedagogues.[51]

"But it might just occur to teachers," suggests the Albertan, "that their difficulties are largely of their own making."

> They have sold themselves cheaply and the public may take a long time to learn that it has been getting a bargain in services which should have put both parties to some degree of shame.[52]

Finally, a note of warning is sounded.

> Unless . . . teachers can agree on common standards of professional ethics and make the public understand in no uncertain terms the imperative nature of the services they have to offer, even that section of the public which is already conscious of the great contribution which teachers are making, will accept them at their own meagre valuation.[53]

TEACHER SHORTAGE

The daily newspapers of the province are genuinely concerned over the teacher shortage of Alberta, and throughout the Dominion.

An editorial entitled "Why Quit Teaching," appearing in the Lethbridge Herald, outlines the reasons people quit teaching.

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[50]CA, 5.2.7

[51]CH, Ibid

[52]CH, Ibid

[53]CH, 5.2.7

> . . . the majority of young girls who go into the teaching profession — if it has established such a status — have no intention of remaining in it. They become teachers largely because it gives them a professional status upon which they can depend if things go wrong after they quit. Evidently they look upon it largely as a stepping stone to better marriages . . .[54]

Why do men enter and leave the teaching profession?

> . . . to a great many of them, teaching is merely a stepping stone. They teach, for a few years to earn some money to go on to University. They teach in order to have a job while looking around for some opportunity. Some of them teach while they are studying for another profession. It gives them self-confidence for whatever calling they may decide to follow later.[55]

Other editors give substantially the same reasons for the "mass exodus out of the profession which may be starting."[56]

"The teacher scarcity ranks . . . as a national problem."[57] As a result of the shortage "the entire social structure of the country is menaced because education is in jeopardy."[58]

The Edmonton Bulletin ominously warns:

> Education . . . is already on the downward swing in the matter of personnel. It will only be a matter of time, if indeed it has not already started, when the standards of education will follow this downward trend.[59]

According to editors, this critical situation can be remedied by increasing teachers' salaries. Characteristic of this belief are comments such as the following:

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[54] LH, 3.6.7 [56] EB, 1.24.7 [58] EB, 1.19.9

[55] LH, Ibid [57] EB, 1.26,8 [59] EB, 1.24.7

> Higher pay would remove a factor which now keeps out of the profession young men and women who would like to teach, and is also driving out of the profession some who do not want to leave it.[60]

> . . . the teaching profession has come to be a deserted profession. It is deserted for the good and sufficient reason that its financial rewards are piffling in relation to its importance and in relation to the rewards in other fields.[61]

"It would be folly," states the Edmonton Bulletin, "to suppose the main factor is anything other than lack of financial inducement."[62] Thus the government's policy of attempting to alleviate the teacher shortage by providing scholarships in education to entice young people into the profession is criticized for its failure to deal realistically with the problem.

> Of what sense is it to give young people scholarships in education when they desert that profession at the first opportunity because salaries are so ridiculously inadequate?[63]

The Edmonton Journal, although in agreement that "we shall not really solve our teacher problem until the profession is so rewarded, both financially and in community respect, that is it will enlist men and women who intend to make it their careeer,"[64] reminds teachers that other professional people, such as doctors and lawyers, who have spent longer learning their profession than teachers, make very little when starting out. Thus implying that beginning salaries should not be considered a significant

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[60]EB, 1.30.7 [62]EB, 12.2.6 [64]EJ, 1.3.7

[61]EB, 8.18.8 [63]EB, 8.9.9

factor in deterring applicants for the teaching profession.

However, it is the conviction of the Calgary Herald that the answer to the teacher shortage does not lie in increasing teachers' salaries alone. This newspaper focuses attention on the connection between teacher status and teacher shortage. It believes that in raising the entrance qualifications for teachers we will be getting at the core of the problem.

> At first sight the apparent result of this might be to accentuate the shortage of teachers, but we believe, all the same, that it is the right course. In its way, it will help to raise teacher status and thereby make recruitment more easy.[65]

Besides, argues the Calgary Herald, "Teaching. . . is a vocation rather than a job. For anyone not passionately interested in teaching as an art, it might well prove to be an intolerable occupation . . ." "For this reason alone," shrewdly adds the Herald, "Preoccupation with material matters like salary schedules, important as they undoubtedly are, will not solve the problem by itself."[66]

Two newspapers, the Edmonton Journal and the Calgary Herald, believe the basic problem in Canadian schools, particularly those outside the large cities, is to get more and better men teachers, and to keep them teaching.

"Cupid still seems to be the great unsettling factor in the teaching profession,"[67] notices the Edmonton Journal.

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[65]CH, 4.15.0 [67]EJ, 11.4.0

[66]CH, 4.15.0

It suggests that perhaps the only answer lies in somehow persuading more men to take up teaching as a profession. "Men may or may not be better teachers than women, but they are much more apt to make it a lifetime job."[68]

Editorials bearing titles such as "Our Schools Need More Male Teachers"[69] and "Our Youngsters Need More Men Teachers"[70] appearing in the Calgary Herald are indicative of this paper's feelings. Particularly, emphasis is given to the need for men in the elementary grades. "A school with teachers of only one sex is like a home with only one parent."[71] Further, it is pointed out that boys need guidance in sports, in choosing a vocation, and firm discipline, and that men are the ones to give it to them.

To get more and better men teachers "means offering salaries on which a man can expect to marry, and raise a family, in some measure of security and comfort."[72]

The Edmonton Journal[73] feels that public opinion is demanding enough to warrant government action to solve the province's teacher shortage. In a series of editorials this newspaper urges the government to "assume the responsibility for placing and paying teachers,"[74] with local school boards being left responsible for the provision and operation of the physical plant. This, it is contended, would "breathe new life into the profession"[75] for young

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[68]EJ, 11.4.0
[69]CH, 2.1.7
[70]CH, 1.14.8
[71]CH, 2.1.7
[72]CH, 4.15.7
[73]EJ, 1.6.7.
[74]EJ, 2.17.8
[75]EJ, 3.12.7

people would be more confident that big things at the top might be reached by application, ability, and experience.

TEACHER TRAINING

In the editorials appearing in the daily newspapers of the province referring directly and indirectly to teachers the press is revealed as convinced that "teaching is an arduous profession that requires infinite training and consummate skill."[76] It is a result of their belief that considerable criticism is directed at the provincial government, and its representatives, when a shortening of the teacher training period is proposed. No other government pronouncement during this period was greeted with so much opposition.

Why is the press against short-term teacher training? "The answer lies in the realization shared by all thinking citizens except, apparently the minister of education and his council, that this is the age of transition,"[77] declares the Calgary Herald.

> Education is the only means by which the ordinary citizens of the world may rise to the heights demanded of them by scientific evolution. Schools, their nature and their function, their curricular and their technique are changing. To meet the new demands made upon them, teachers must be better qualified and more thoroughly prepared.[78]

The foregoing explains, according to the Calgary Herald, why the advisory board established by the govern-

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[76]EB, 9.19.9 [78]CH, 4.29.6

[77]CH, 4.29.6

ment recommended a basic two-year program with the four-year Bachelor of Education for more advanced teaching. Continuing it asks, "Why have Mr. Ansley and the executive council suddenly reversed the decision of the board?" "If ever there was a $64 question this is it,"[79]

The Calgary Albertan also dismayed by the governments "high-handed act" asks and attempts to answer the question: "Why did the cabinet do such a thing?"[80] Although admitting that this inevitable query can only be answered by conjecture the Albertan intimates that those close to the heart of education administration agree on the following explanation:

> The provincial government and the University of Alberta are at loggerheads. They have been so ever since the university refused to give an honorary degree to the late Premier William Aberhart. Then when the university refused to give courses in Social Credit the bitter feeling increased. The provincial government provides a large part of the University's revenue, but finds it cannot dictate to the University how the money will be spent.[81]

Shortening the period of teacher training is conceived as being, in the main, an act of revenge on the governments part.

> Apparently it doesn't matter that education in Alberta is set back perhaps 20 years . . . Apparently it doesn't matter that all government advisory boards are insulted and made mockery of by this one high-handed (but perfectly legal) act. The provincial government has asserted its authority. That matters.[82]

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[79] CH, 4.29.6

[80] CA, 4.24.6

[81] CA, Ibid

[82] CA, Ibid

The Edmonton Journal[83] proposes, with less emotion, another explanation. This newspaper feels that the government, aware of the low salaries, the poor living conditions, and the serious teacher shortage, is afraid to raise requirements without raising salaries and thereby increase the exodus from the teaching profession. "Such a policy is understandable," remarks the Journal, "but short-sighted."[84]

> There is only one way to improve the Alberta school system, and that is to increase salaries to a point at which the profession again becomes attractive to the best class of young people, while at the same time raising the qualifications required for the granting of any certificate.[85]

On this point even the Journal's bitter rival, the Edmonton Bulletin, agrees:

> . . . the proper course is not to reduce . . . qualifications but to increase . . . salaries.[86]

The proposal to decrease the amount of training required to become eligible to teach is viewed as a weird paradox.

> Society is agreed that before doctors, lawyers, or chartered accountants are permitted to practice, they must, for the protection of the general public, undertake a period of several years training. Strange indeed is the set of values which will demand stringent precautions before men may operate on limbs or give advice in legal or financial matters, yet will cheerfully offer children for the experiment of anyone who has had the barest minimum of professional study.[87]

The Minister of Education, in his speech announcing the government's intentions to shorten teacher training,

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[83]EJ, 4.24.6 [85]EJ, Ibid [87]CH, 4.26.6

[84]EJ, Ibid [86]EB, 4.24.6

is reported in the Calgary Herald as having discounted the importance of the teacher. Of having suggested that his influence for good or evil is of no great importance, and further claiming that it is the hard school of experience that counts in the child's development. The Herald takes issue with these statements.

> If the function of the teacher were solely to give instruction in academic subjects perhaps he would be right, but any educationist knows that this is far from the case. The development of good character, the drawing out of the latent powers and potentialities of all the children entrusted to his charge — this is the function of the teacher.[88]

"Is it easily learned?" asks the Herald. "Can it be so lightly dismissed? Is it not perhaps most important of all jobs entrusted to man?"[89]

At the same time the Edmonton Journal in an editorial entitled "Mr. Ansley's Bombshell"[90] reports him as having said that experience is what makes the teacher. A large portion of the editorial is then devoted to an attempt to repudiate this argument on the basis that experience is useless without a thorough preliminary training to supplement it.

The essence of the objections of the press to short-term teacher training is expressed in the following:

> It is widely agreed that the highest intelligence section among Canadian youth do not choose teach-

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[88] CH, 4.26.6

[89] CH, Ibid

[90] EJ, 4.24.6

> ing as their life work because it is financially ill-rewarded. The profession has now been still further cheapened. By giving teaching privileges to people who have had but a few months' training we are inviting into it adventurers and fly-by-nights.[91]

The general tone is:

> This has been a black week for the parents of Alberta. Public opinion has been demanding with increasing urgency better teachers, better schools, better equipment, more money for education, and making here and there a little headway, only suddenly to receive this serious setback, as ill-considered as it is arbitrarily delivered.[92]

Later, when a compromise was arrived at whereby those taking the one-year teacher training course were granted an interim certificate, good for two years, following which those certificates had to be made permanent by a further year of training, the press is still dissatisfied.

The Calgary Albertan notes that "the compromise agreement might still be interpreted as a step backwards, since it means reversion to a system where teachers with one year's training can enter the profession — at least temporarily."[93] Only because of the fact that the compromise takes into account a number of economic factors and the continuing shortage of teachers, is it acceptable for the time being. In conclusion this same editorial, "Agreeable But Not Excusable," unrelentingly takes the government to task for its original decision.

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[91] CH, 4.26.6

[92] CH, 4.26.6

[93] CA, 5.13.6

Doubtless the only source of satisfaction for the press in this whole issue is voiced by the Edmonton Journal[94] when it points out that, in affecting a compromise on teacher training, the government bowed to public opinion.

One other editorial on the teacher training controversy is of interest. The Calgary Herald becomes incensed over a statement by Mr. Casey, who succeeded Mr. Ansley as Minister of Education in 1948, in which he warns teachers to discontinue their criticism of teacher training if good relations between teachers and the Department of Education are to be maintained.

"It is insufferable that any group, and particularly teachers, should be subjected to this veiled blackmail by a Minister of the Crown,"[95] cries the Herald. Mr. Casey is urged to retract his words or "get out."[96] His statement is interpreted by this newspaper as meaning that the dogged criticism, from all quarters, of the province's teacher training program has begun to hit home.

Press comment on such things as scholarships to entice young people into teaching, the deductibility, for income tax purposes, of expenses incurred by teachers attending summer school, the in-service training of teachers, and so on, is very meagre and, as a result,

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[94]EJ, 5.13.6

[95]CH, 11.6.0

[96]CH, Ibid

inconclusive. For these reasons such items are not considered in this section.

An editorial bearing the caption, "Too Many Weeds In The Teaching Garden,"[97] adequately states the general feeling of the daily press toward the teaching profession and deserves consideration by way of conclusion.

The opinion is expressed in this editorial that there are far too many in the teaching profession who don't belong in it and who must be weeded out. As a result some way must be devised to get more highly qualified people into the profession and keep them there. These people should come, in greater proportion than at present, from superior type homes located in cities. Too many, at present, have a rural background of low cultural value. And, finally, it is the belief that teachers should undergo a longer period of training with two years as a compulsory minimum.

> What the teaching profession wants, more than anything else, is a higher status in the eyes of the public. This is a worthy ambition. But a great deal of weeding-out has to be done before teaching can legimately claim any such status, and most of it must be done among those who, having struggled through a one-year course, now profess and call themselves teachers.[98]

SUMMARY

Editorials on teachers are frequent and constitute more than one-tenth of all editorial comment on education. On the whole they are adversely critical of the treatment

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[97] CH, 9.26.9

[98] CH, Ibid

accorded teachers.

When editors think of teachers they immediately think of their salaries. The low salaries paid to teachers are considered to be the crux of the educational problem in Canada. There is a constant demand that teachers' salaries be made commensurate with the job they are doing as the pivotal persons in a democratic society. This is urged by the press not only for the sake of the teacher, but for the good of society which, as a whole, will undoubtedly be effected once inadequate salaries affect teaching quality.

It is the belief of the daily newspapers of the province that the inadequacy of the salaries paid to teachers is directly reflected in our current teacher shortage. Increased salaries and more stringent entrance requirements are advocated as methods of improving teacher status and thereby attracting to, and holding in the profession, more superior young people, particularly men, having highly cultured, urban backgrounds.

One newspaper, the Edmonton Journal, firmly believes that were the government, as an adjunct to its teacher training program, to take over the placement and payment of teachers, much evident improvement would be forthcoming. As a result of the higher status obtainable by capable, diligent teachers under such a system, new life would be breathed into the profession.

Editors are unyielding in their insistence that teacher training in this province be of at least two years duration. They are extremely critical of any attempts, regardless of the motives behind them, to decrease in any way the amount of basic training required by teachers.

There is a general and genuine friendliness for the teacher revealed in this investigation. Teachers are unhesitatingly supported in their demands for better salaries, pensions, and living conditions. Their political freedom and rights as individuals are jealously guarded. Their problems and aspirations are viewed with sympathetic understanding. Yet, the press appears somewhat reluctant to grant the teaching body, as it is now constituted, the professional status to which they aspire.

This refusal is based on the prevalent belief amongst editors that many teachers are unworthy of such status. And, further, that the methods employed by teachers in the solution of their problems are not consistent with the concept of professionalism. It is felt that teachers, as a group, must approach their job, and its problems, with more realism and set their house in order before they can legitimately claim professional status.

CHAPTER VII

EFFICIENCY OF EDUCATION

Running through a large portion of the editorials classified under the headings of Value and Purpose of Education, Methods and Procedures, and Curriculum in Table III is a current of comment making an evaluation of our present system of education. This stream of opinion, of vital importance to educators, is considered here.

EVALUATION URGED

"Are we getting what we are paying for?"[1] This question is of great concern to the editors of the daily newspapers of Alberta.

Typical of this is the statement by the Lethbridge Herald.

> Schools and their operation are costing more and more ofthe taxpayers' money, and one wonders whether the education youngsters are getting these days is worth it.[2]

In the opinion of the press . . . "there seems to be a general breaking down in morale, in the attitude toward education — a tendency to treat educational opportunities and responsibilities lightly."[3] What is required is "a recapitulation of our aims and ideals in education."[4] For, as the Medicine Hat Daily News puts it:

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[1]LH, 11.20.8
[2]LH, 6.12.0
[3]LH, 8.28.8
[4]MHDN, 3.4.0

> Unless our compass is true and our rudder secure then all the sail and galley stuffing in the world will not carry us safely home to port.[5]

CRITICISM OF EDUCATION

"Education is the most controversial subject in the world," claims the Calgary Herald. "For every modernist who enthuses over the new freedom and the varied curriculum of the enterprise system, one will meet a diehard who will oppose it . . ."[6] This study reveals that newspaper editors, as a group, can hardly be considered "modernists." Their position is clearly indicated by the statements which follow:

> Progressive education can undeniably produce a great many followers: its results, so far, indicate that it will produce few leaders.[7]

> The criticism of modern or progressive education boils down to a simple phrase, too much stress on frills and not enough emphasis on the simple fundamentals of the little red school house . . .[8]

> When Paul R. Becken told a meeting last week that "so called progressive education" was resulting in a "uniform mediocrity" in our schools, he was expressing the opinion of many Albertans.[9]

> . . . there has been a lowering of standards, a dilution of achievement to an average norm which is not conducive to virile, enterprising civilization.[10]

> . . . we are developing in our primary schools a nation of slow, bad readers. The reasons are probably many: crowded schools and insufficient teachers; over-emphasis on progressivism in many schools and overlooking the fundamentals; too much

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[5]MHDN, 3.4.0 [7]CH, 9.18.7 [9]CH, 9.18.7

[6]CH, 2.18.6 [8]MHDN, 9.19.0 [10]MHDN, 3.3.0

reliance on visual and auditory educational devices.[11]

. . . primary schools are more nearly play centres, the elementary schools becoming boys' and girls' clubs, many of the secondary schools really youth centres . . . schools are abdicating their role as primarily places of education.[12]

. . . in the urge for modernity sometimes, we think, we lose sight of the good of the older methods with the result that basic education suffers.[13]

There is a lack of satisfaction on the part of the public with the products of the high schools of today, and the fact that less than half of the pupils finish their courses would indicate that there is a lack of satisfaction on the part of the pupils.[14]

Many innovations in secondary schools curriculum throughout the past 20 years have been of questionable value.[15]

. . . the danger of treating school classes as if they were some form of amusement or entertainment, and of the current theory that discipline is valueless, is that in their preoccupation with "progressive" methods the schools will lose sight of their main objectives altogether.[16]

There is more than a suggestion that the curriculum is not good. Business men deplore . . . the poor standard of knowledge of basic subjects shown by pupils who come to them as employees. Teachers themselves are quick to voice their disapproval of a cluttered curriculum.[17]

The daily newspapers of the province are decidedly opposed to what they term a "dilution of the curriculum."[18] They are convinced that there is too much emphasis on students' needs and diversity in the curriculum and urge that both be toned down. They are critical of the "tendency in educational circles to mistake the shadow

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[11]LH, 1.28.9
[12]LH, 6.12.0
[13]LH, 1.28.9
[14]LH, 8.5.0
[15]MHDN, 3.3.0
[16]CH, 4.24.0
[17]CA, 11.14.7
[18]MHDN, 3.3.0

for the substance."[19]

A summation of their opinions on curriculum content is found in the following excerpt from the Medicine Hat Daily News:

> In the interest of progress it has been broadened to such a degree that essentials are spread too thinly for thorough absorption . . . the curriculum is becoming top heavy with diversification. Some boiling down of the sap is required in order to produce a better quality syrup.[20]

CULTURAL EDUCATION VERSUS PRACTICAL EDUCATION

Comment in this field reflects the division of opinion characteristic of most groups discussing educational policies. Perhaps the collision of viewpoints reflected here is inevitable. School authorities themselves are often divided on the issue.

On the whole the press believes that "the core of education is in certain tough subjects which give discipline and train the mind."[21] It is pointed out by the Calgary Herald that

> Educators have sugar-coated the pill with rare cunning. But once the candy film is dissolved the pill is still as hard to swallow.[22]

This newspaper firmly believes that the school curriculum should be devised so that the fundamentals — the cultural needs — are guaranteed.

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[19]LH, 4.24.0 [21]LH, Ibid

[20]MHDN, 3.24.0 [22]CH, 9.2.8

> The function of an educational system is not to apply a slick veneer of knowledge over students' minds, but to make sure that those minds are properly trained and taught to think.[23]

The same cry is taken up by the Edmonton Journal[24] which warns that original hard thought may fall into discard as a result of the present trend toward a liberal education. Re-echoing this same theme, the Medicine Hat Daily News states:

> Education may have fine buildings, modern tools, and competent instructors, but if it fails to teach children to think — to cultivate their reasoning power — then it is laboring to produce a mass mind which will eventually become a sluggish frustration to itself.[25]

Under the caption "It's Something: But Is it Education"[26] the Calgary Herald takes issue with the proposition advanced by a leading Alberta educator that the "development of social consciousness should be the primary aim of education."[27]

> In the functional world of the future, when every school boy knows how to feed a baby (but never heard of Plato), the schools which Doctor Smith envisages will be churning out students all stamped in neat identical patterns. But hasn't the doctor forgotten one thing? The duty of the educator is to teach children to think, and not merely to pick up packaged information.[28]

Continuing, this newspaper argues, "A school which has not done this, regardless of how mechanically expert its graduates may be in the business of making a living, is a total failure."[29]

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[23]CH, 4.24.0

[24]EJ, 4.15.0

[25]MHDN, 3.4.0

[26]CH, 4.2.9

[27]CH, Ibid

[28]CH, Ibid

[29]CH, Ibid

Our present emphasis on practical education "does not develop initiative or stimulate self-expression,"[30] and, although " today's world will not permit a lessening of technical ability . . . we must, if we are to survive, place greater emphasis on the spiritual"[31] so that material progress may be directed wisely to yield a better life for all, claims many editorials.

> . . . it is important to understand that children today are not getting education in the sense that our grandfathers understood it, and that this failure to teach them the essentials of their relationship with God, with their physical surroundings and with their fellow-men, as that relationship has been defined by the wisdom of the ages, represents a real threat to our liberal civilization.[32]

"It is time our educational nurseries started cultivating sounder ground stock"[33] by placing more emphasis on cultural education argue the editors of the province's daily newspapers.

The general tone is:

> It is a fine thing through various schoolroom enterprises, through music, games, dramatics and the like, to educate the boys and girls in the art of living. But to do so while neglecting the very foundation of an education is to cheat the boys and girls by leaving the impression in their minds that life is a song and that hard work no longer counts.[34]

On the other hand, however, in the same newspapers on different occasions, there is evidence of a willingness to welcome the more practical aspects of education.

"For those ending their schooling in high school there can be no question but that broader technical options and

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[30]CA, 8.4.7 [32]CH, 5.6.9 [34]LH, 4.24.0

[31]EJ, 11.19.8 [33]MHDN, 12.27.9

progressive trends have enlarged the scope for useful citizenship,"[35] says the Medicine Hat Daily News. This newspaper champions the cause of composite education pointing out that "it will in time build better community citizenship and probably be the means of saving some young people from developing anti-social complexes."[36] When a composite high school is opened in that city, this same newspaper remarks:

> All those connected with the developing trend are to be congratulated on their initiative, enterprise and vision in implementing composite education in Medicine Hat.[37]

The Lethbridge Herald, on learning from an educational authority that an institution beamed to the functional rather than pure academic training is best suited to the needs of 85 per cent of the students attending our high schools, suggests:

> Perhaps this might prove to be a golden opportunity to break new ground in education in Alberta, and get away from the overemphasis on academic education which appears to provide for only 15 per cent of pupils who enter grade nine in our present high school set-up and who go on to University.[38]

In another editorial[39] the Herald suggests that a judicious mixture of drill and discipline and the new look which stirs the imagination of the child would be about right.

If any conclusion is possible, it is that the Alberta

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[35]MHDN, 3.3.0 [37]MHDN, Ibid [39]LH, 11.20.8

[36]MHDN, 12.20.8 [38]LH, 2.11.8

press opinion finds the pursuit of "cultural" objectives highly desirable in education. Education is more than training for a job, and the volume of the comment indicates that editors believe this to be true.

DEFENSE OF EDUCATION

The fact that editors in general are comparatively critical on questions of curriculum content does not mean that they are not supporters of education. By and large, newspaper opinion protests belief in the value of schools. On occasion, support can even be discerned for the present system of education, as the following statements indicate:

> It would be foolhardy to argue that modern schooling is not an improvement over that of a generation ago.[40]

> On the whole the school curriculum is good, our scholastic standards in Alberta . . . are high.[41]

> In spite of many glaring weaknesses in the modern educational system we believe it is a fact that school children are getting a better education now than they have ever had before and that every cent of the cost is good investment.[42]

However, while generous in its support for the ideal of education, as shown earlier, tends to be critical of many actual educational practices.

Educators can, nevertheless, find some consolation in the fact that the press does not place all the responsibility for educational efficiency on their shoulders.

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[40]CH, 9.2.8

[41]LH, 8.28.8

[42]CA, 9.18.0

"Much of the blame for the poor showing of today's students rests within the educational system," claims the Medicine Hat Daily News, "but it must also be shared by the student, the home and the community at large . . ."[43] The Calgary Herald suggests that probably much of the blame must be placed on the students.[44] It further proposes that "only when parents and teachers work together can the best educational results be achieved."[45]

The press notes that the ever prevalent danger is that parents may expect too much of the schools.

> It can't make geniuses out of blockheads, though it may give a little polish to the native grain. It can't develop qualities that the child didn't possess in the first place. But it can and does on the whole, turn out pretty fair citizens.[46]

BACK TO THE FUNDAMENTALS

A notable degree of emphasis is attached by the daily newspapers of Alberta to the need of getting back to "fundamentals" or the "three - R's." Significant are statements such as these.

> . . . too much stress on frills and not enough emphasis on the simple fundamentals of the little red school house.[47]

> Our quarrel with today's education is not with the curricula, but with the fact that there is too much tendency to consider the three R's as mid-Victorian.[48]

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[43] MHDN, 9.19.0 [45] CH, 2.18.6 [47] MHDN, 9.19.0

[44] CH, 8.15.7 [46] CH, 9.2.8 [48] LH, 4.24.0

> We fear there is too much tendency in our schools to overemphasize the modern "project" forgetting that, after all, there's a good deal to be said for the "three R's."[49]

> . . . recovery of basic principles is required. The standards are there but too many pedagogues have lost sight of the need of emphasis on the three - R foundation.[50]

> Some great Canadians have done fairly well for themselves and for Canada equipped with a thorough grounding in the three R's and little else except an idea instilled in their minds at school that hard work is worthwhile.[51]

> It is the discipline of the three R's that enables most pupils to grasp the new course of study when the right time comes. Without that grounding classes become just a sort of game, and create in secondary school pupils a false sense of values and an attitude that the stern realities of life we talk about are just a myth.[52]

Alberta editors believe "the problem facing educationists and school trustees is not to devise a still greater variety of courses or diversionary teaching methods, but a system for more sustained application in the rudiments of reading, writing and arithmetic."[53]

Attention is drawn to the fact that "the mistake has been made that industry and commerce are more interested in students who are well grounded in technical matters than in academic proficiency."[54] It is claimed that all employers, with very few exceptions, are more interested in young people who can read and write languages with clarity, have a sound grounding in mathematics, and a keen sense of

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[49]LH, 1.23.8 [51]LH, 7.12.8 [53]MHDN, 9.19.0

[50]MHDN, 12.15.9 [52]LH, 5.18.0 [54]MHDN, 11.11.0

responsibility and application. "With these requisites the young person can be trained efficiently in the specific trade or competences required."[55]

SUMMARY

Editors are willing to criticize education. They wonder whether it does what it is supposed to do; they call into question its effectiveness in this and that area of operation; they raise disturbing questions about the instruction in "fundamentals"; and they suggest a recapitulation of its aims and ideals.

Considerable criticism is directed at what is designated as "progressive education" and at "fads and frills" in the curriculum. There appears to be little editorial insight into the values involved. Usually the press simply reflects popular prejudice. It is unmistakable that educational leadership has failed to acquaint the public with the educational values of many subjects which administrators and teachers usually take for granted as essential in any modern curriculum. Fortunately, however, in these same newspapers, on occasion there is evidence of a willingness to welcome innovations and improvements. This justifies the hope that, properly presented, innovations and the utilization of experimental results may be favorably received.

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[55]MHDN, 11.11.0

While there are some suggestions that the practical, vocational side of education is worthy of full development editorial opinion tends to give frequent expression to the view that the value of education lies in its contributions to the cultural side of life. The function of education is generally accepted to be that of enrichment of the individual's life. Its purpose is, essentially, to train students to think — a mental — discipline concept of education.

The press looks somewhat longingly toward the "old-time education" with its emphasis upon the "three R's". The attempt of the present system to reflect the culture of its own times with a resultant diversification of the curriculum is scorned. A paring down of the curriculum and a return to "fundamentals" is advocated.

Finally, it must be noted that editorial judgment finds education valuable, yet often the analysis of its values is not penetrating. Adaptation of education to the needs of the day and the needs of the individual is not considered very often. It is evident that any reorganization of education demanded by the changing times and by the extension of knowledge about human nature will depend upon educators. Given educational leadership, the press and the public, confident of education's value, will follow.

CHAPTER VIII

CURRICULUM

Editorial comment on curriculum is prolific. It ranks third in popularity as an educational topic with editors, who devote to it 11.10% of the editorial space alloted to education. The Medicine Hat Daily News expends almost one-fifth of its education editorials on this subject.

As revealed in Chapter VII, much of the comment on curriculum is critical. Editors question its effectiveness and deplore the trend towards diversification. There is a greater concern for the maintenance of the cultural values than for the inclusion of practical values. The press is vociferous in demanding a return to "fundamentals" with a resultant de-emphasis on "fads and frills". While some of this criticism bears evidence of efforts to see the relationship between the offerings of the school and the objectives of education, it generally lacks the value of such a comprehensive view.

This chapter, dealing specifically with editorial opinion about various course offerings, plainly indicates that Alberta's editors are interested in what goes into the curriculum.

TENDENCY TO CRITICIZE INTRODUCTION OF NEW COURSES

The Edmonton Journal speaking of the Department of Education remarks, "Its officers must sometimes feel that education, like life, is becoming a bit too complicated."[1] After reading all the editorials on education appearing in the daily newspapers of the province over a period of five years it appears that, in general, editors apparently share this feeling. The tendency is to demand "a lesser emphasis on a bewildering assortment of subjects in favor of a simpler selection."[2]

Thus it is not surprising to note a disposition to criticize the introduction of what editors regard as superficial or extraneous subject matter outside the domain of the schools.

When it is suggested that the schools provide instruction in car-driving for high school students, the press vehemently opposes it. Typical is this statement by the Edmonton Journal:

> Too many frills are bound to weaken the educational froth. Teaching high school pupils to drive an automobile is, we submit, an educational frill. As such, the Department of Education should be most reluctant to place it on the high school curriculum.[3]

While agreeing that ". . . the need for a course in motor car operation may be highly urgent"[4] it is pointed

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[1]EJ, 4.2.8

[2]CA, 11.14.7

[3]EJ, 3.16.8

[4]EB, 12.5.7

out that ". . . it is not the job of the schools and the taxpayer to provide it."[5] The Edmonton Bulletin observes "the ability of a boy or girl to drive a car is more a matter for police department inquiry than the responsibility of school teachers."[6] In this same editorial it asks, "Is social prestige involved in driving a car to be placed on the same level as mathematics, language and literature?"[7]

The general consensus of opinion is that driver-training will interfere with basic education and therefore should only be considered — if considered at all — by the schools as an extra-curricular activity.

In an editorial entitled "Education For Coal Mining"[8] the Edmonton Bulletin expresses concern over the proposed institution of a coal mining course in some Alberta schools. It is afraid that educators are trying to short-circuit students into choosing coal mining as a vocation when they are too young to decide wisely on their future occupation. Furthermore, it is viewed as too technical a subject to be included in the curriculum.

The Edmonton Journal questions the educational value of ceramics in the high school curriculum:

> How many ceramics graduates could write a good description of their subject in correctly spelled and grammatical English, properly paragraphed and punctuated?[9]

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[5]EB, 12.5.7

[6]EB, 11.28.7

[7]EB, Ibid

[8]EB, 4.22.9

[9]EJ, 6.6.0

Under the caption "Keep It Out Of The Schools"[10] the Edmonton Bulletin airs its views on temperance education. Admitting of a need for temperance education this newspaper notes that it is ". . . completely out of line with the fundamental meaning of public education."[11] Continuing, the Bulletin remarks:

> This suggestion takes its place among the ridiculous proposals that public schools also give instruction in motor car driving and in how to keep out of jail.[12]

The press feels that it is a "fallacy that the public school system can be made to deliver instruction on every conceivable subject in response to every human need."[13] Attention is drawn to the fact that both teachers and pupils have only so many hours a day for class, that they must have a certain period for leisure, so that if a new course is added some other course must be dropped. It is claimed that at present both the curriculum and the teacher are overloaded.

Another clue to newspaper opposition to the introduction of new courses may be found in this statement by the Edmonton Journal:

> No course should be added in "flush" times that would not warrant expenditure in hard times.[14]

However, in the main editorial resistance to curriculum innovations must be viewed as a manifestation of the

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[10] EB, 3.23.8 [12] EB, Ibid [14] EJ, 3.10.8

[11] EB, Ibid [13] EB, 10.15.8

belief of the press that greater emphasis on the "three R's" is the most urgent curricular need of the day.

ENGLISH AND ALLIED SUBJECTS

The press is unanimously agreed that the schools should allocate more time to the study of English.

Editors consider "the harshest indictment of Canadian educational systems is that too many . . . graduates cannot properly express themselves in English, either orally or in writing."[15] It is argued that "any educational system ought to realize that the study of the language is fundamental to the whole system of teaching."[16]

> Whatever else they learn to do, Canadians should be taught to speak and write their native tongue properly.[17]

"The teaching of grammar in our elementary and high schools should be resumed immediately," urges the Edmonton Journal. Echoing this same cry the Medicine Hat Daily News asks:

> What does it profit the high school graduate to be able to exclaim " I have the book of my gardener" in French when he cannot distinguish between the use of "who" and "whom" in English? He may never want to tell anybody in French that he has his gardener's book, but 100-to-1 the occasion will arise when he wishes he could express himself correctly in English before a prospective employer.[18]

Under the heading "Spelling 1948 Style" the Lethbridge Herald queries:

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[15] EJ, 8.13.7

[16] CH, 4.24.0

[17] EJ, 8.13.7

[18] MHDN, 12.27.9

> How many presumably bright young university or high school graduates are there today who are incapable of spelling any better than a ten-year-old child? . . . bets could undoubtedly be placed and won if the figure was placed at more than fifty thousand.[19]

The Calgary Herald notes the connection between poor language facility and poor handwriting:

> As we write our young write. And if we compose our simple messages with protruding tongue and labored breath, we can hardly complain if their scrawls are even more blotted and more unintelligible.[20]

It is suggested that present-day high school students "are not well informed on the components of a sentence, their spelling is mindful of the second grade"[21] and the way in which they back away from reading or writing a story which involves a few statistics "is something to behold."[22] Revision of the present language program is viewed as being imperative.

In its editorial "Too Many Frills In Education" the Medicine Hat Daily News aptly sums up editorial opinion on this topic:

> In the rush to add frills the roots of good speech have become parched. If the root is nourished, and the syntax is properly cultivated, the harvest will not suffer idiomatic parasites . . . [23]

SOCIAL STUDIES

Only two aspects of the Social Studies course in Alberta schools — history and current events — are topics

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[19]LH, 11.9.8 [21]LH, 4.13.0 [23]MHDN, 12.15.9

[20]CH, 1.20.9 [22]LH, Ibid

for general discussion by newspaper editors.

Three newspapers, the Lethbridge Herald, the Edmonton Bulletin, and the Edmonton Journal, desire a revision of current history textbooks to give a balanced treatment of French and English, and American and Canadian history. They are appalled at the ignorance of each others' history displayed by French-speaking and English-speaking Canadians and by Canadians, as a group, and Americans.

Present texts, according to the editors of these newspapers, are filled with conflicting ideas focusing attention on old animosities. It is felt that "schools should be emphasizing elements in common not forces which will drive them . . . apart,"[24] Therefore, it is urged that greater emphasis be placed on recent harmonious developments between Canada and the United States, and between French and English Canadians, to provide a basis for a more up to date understanding.

The Edmonton Journal also appears convinced that

> Relative to its basic importance, history has become a somewhat neglected subject in present-day Canadian schools.[25]

This newspaper suggests that history be given back its name in the schools and assigned a more important role in its program at the expense of instruction in current events.

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[24]EB, 5.10.9

[25]EJ, 10.11.0

However, the Calgary Albertan or the Lethbridge Herald would not agree to any such paring down of the time to be spent studying current events. In fact they feel that present instruction in this phase of the social studies is inadequate.

> More and more we are realizing the need for more comprehensive teaching of current events in our schools. In all our high schools no doubt some effort is being made to give students an awareness of the significant developments in our contemporary life. But often this program is given secondary importance.[26]

"This should not be,"[27] argues the Lethbridge Herald.

> If we are to have an informed public in the crucial times ahead, current events should be presented frankly and factually to students today.[28]

Perhaps a generalization of what the Alberta press desires is to be found in this excerpt from the Medicine Hat Daily News:

> . . . the powers-that-be might give thought to a more comprehensive teaching of current events and Canadian history — community, provincial and national — in the revised curriculum.[29]

FRENCH

Teachers of French may go on their way unperturbed by any thoughts of public opposition, if the absence of any criticism means anything.

In line with their belief in the "cultural" aspects

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[26]LH, 3.17.0

[27]LH, Ibid

[28]LH, Ibid

[29]MHDN, 3.24.0

of education editors appear to favor foreign language instruction. In fact, one newspaper the Calgary Herald in an editorial entitled "Shouldn't We All Be Gilingual?"[30] urges an increase in the amount of French taught in the schools. More realistically, however, the Edmonton Journal says the school "should be expected to do — the only thing it can do — to teach students to read French and possibly write it."[31]

> Speaking the language is an entirely different proposition, and it can never be learned in the classroom.[32]

The press generally disapproves of substituting grade twelve standing in technical electives as an alternative to the language requirement necessary for university entrance in this province. Editors are in agreement with the view aired earlier by Dr. Newton in the Alberta School Trustee that we must "save a group of people for university training who do not find thinking painful . . . or a second language redundant . . ."[33]

HEALTH EDUCATION

The Lethbridge Herald is the only newspaper which states its views on this topic. This newspaper is convinced that "the promotion of better health among our pre-school and school children should be one of our major concerns."[34]

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[30] CH, 11.23.0
[31] EJ, 8.21.7
[32] EJ, 8.21.7
[33] MHDN, 3.3.0
[34] LH, 10.13.8

In its opinion "health instruction is the positive duty of the teacher."[35]

> This job cannot be left to an occasional health talk by the school doctor, or the physical director, helpful though these may be.[36]

In support of the findings of the National Committee for School Health Research that we should educate the pupils of the schools so they can maintain better health after leaving school, the Herald proposes:

> How to live and be healthy, how to raise healthy families, how to eat and how to play for best health conditions could be made a most interesting part of the curriculum.[37]

Noting that "we have come a long way in the past quarter century in the matter of health conditions in our schools."[38] this newspaper observes, however, that "often school practices do not keep pace with the lesssons"[39] and urges that these conditions be corrected.

CADET TRAINING

Although no widespread endorsement of this subject is evident, two daily newspapers of the province give it their wholehearted support.

The Lethbridge Herald[40] directs attention at the results of a recent poll by the Canadian Institute of Public Opinion, which revealed that fifty-six per cent of adult Canadians are in favor of obligatory school cadet training, as evidence

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[35]LH, 10.13.8 [37]LH, 4.26.7 [39]LH, 10.13.8

[36]LH, Ibid [38]LH, Ibid [40]LH, 6.16.7

that this type of training is genuinely desired.

Commenting on the request of two school board members that the cadet corps be abolished in Calgary schools the Calgary Herald cries, "The parlor pacifists are at it again,"[41] and leaps to the support of the cadet corps.

In spite of the fact that cadet training is the "pet" subject of only certain editors this matter may not be one easily tossed aside. Universal military preparedness is the order of the day and because the school, as an organized institution providing easy access to large numbers of youth, offers the most direct route for military education for the masses, educational authorities might very well be asked to give it some curriculum consideration in the very near future.

RELIGIOUS EDUCATION

"A system of education that does not take the development of Christian character into account is not a complete system," claims the Edmonton Bulletin. "It can even be a dangerous system."[42]

> Of what use is secular education without enough religious education to give it balance?[43]

These statements are characteristic of this newspaper's views on religious education.

The Calgary Albertan[44] believes that both sides of the religious education question can be honestly and intelligently

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[41]CH, 6.21.9

[42]EB, 5.3.7

[43]EB, Ibid

[44]CA, 7.26.9

supported, yet allies itself with those who protest its inclusion in the school curriculum. It is heedful of the fact that

> . . . whenever religion is brought into the public school, however innocently, it invites a clamor from often sincere, but often bigoted, churchmen. It provides an excuse for an offended group or groups to demand their own school.[45]

This newspaper "cannot see why religion cannot be taught to a sufficient degree in the church and in the home."[46] Noticing the demand in some quarters for religious education in the schools it wonders why and asks, "Can it be that there are too many tired churchmen and indifferent parents?"[47]

The press as a whole, while not advocating any specific course of religious instruction, feels that some measure of the tenets of Christianity should permeate a more "culturally-oriented" curriculum.

SEX EDUCATION

This possibility, which has served as the center of discussion at innumerable gatherings of teachers, parents, religionists, and others, is discussed by only one daily newspaper in the province, the Edmonton Bulletin.

In handling this topic the Bulletin used a rather unique and commendable approach. An introductory statement of the question was placed before the public in its editorial

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[45]CA, 8.13.9 [47]CA, Ibid

[46]CA, Ibid

column[48] and interested people were invited to express their views on the subject through letters to the editor. An overwhelming response was received and the following significant opinions were then noted in a subsequent editorial:

> The consensus among those who expressed an opinion was that sex education should be given in the schools, that it should be given separately to boys and girls, that it should be accompanied by some sort of ethical instruction and that specially qualified persons should do the instructing.[49]

Of further significance is the fact that this newspaper received only one letter against sex education. Furthermore, this single letter of protest was so abusively written that the work of a "crank" was indicated.

Two other editorial comments are worthy of attention. One states the conviction "that sex education should be taught, not as a separate and isolated subject, but as part of a more complete course on all the problems of family relationships."[50] The other sounds a warning.

> One thing is sure; unless sex education points to chastity as the only solution to sex problems amongst the unmarried, it will do much more harm than good. Unless absolute continuence is shown to be the only alternative to trouble, sex education completely misses the point.[51]

The non-existence of any comment either for or against this subject in the other dailies of the province is disappointing and may indicate that the problem is not yet considered important enough to warrant much attention; or that

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[48]EB, 8.28.8

[49]EB, 9.7.8

[50]EB, 9.7.8

[51]EB, 12.11.6

because of its suspected controversial nature, belied by the Bulletin's experiment, editors are content to "dodge" the issue; or that editors feel that this is one question which educators have to decide for themselves.

TECHNICAL ELECTIVES

The Medicine Hat Daily News and the Lethbridge Herald are the leading proponents of technical education in the schools.

A thorough and impartial survey of technical training options is advocated by the Daily News[52] to determine their value and efficiency. This newspaper is careful to point out that "we do not raise this subject with any thought in mind of closing the shops."[53] It is just that "we are not convinced that vocational shops fulfill the highest purpose . . ."[54]

> The proper approach would be a study of how the course could be more efficiently improved to equip the boy for employment. The aim should be for technical training more than vocational instruction.[55]

Furthermore:

> It has always struck us that manual training could best serve its purpose if available to primary school students on a broader scale than at present. Those are the formative years when the boy's future bent might best be determined . . . His progress would be much quicker than under the present school system.[56]

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[52]MHDN, 12.21.9 [54]MHDN, 1.5.0 [56]MHDN, 12.21.9

[53]MHDN, 12.21.9 [55]MHDN, Ibid

This study reveals a marked demand in some sections of the press for a revision of the agricultural training provided by the schools of the province. Disapproval of the present course is indicated in the following statements:

> The Herald has always felt very strongly that here in Alberta the agricultural training in our public and high schools has been in name only. It is but a poor excuse.[57]

> . . . something has been lacking — an appreciation of the importance of such work, and a hesitancy to give it the support warranted. . .[58]

> The teaching of agriculture in . . . public and high schools is sketchy. It should be improved.[59]

The Lethbridge Herald is afraid that we are educating boys and girls off the farms.

> We do not know how to awaken our professional educators in Alberta to the fact that we are sadly neglecting a very large share of our young people by the academic attitude taken towards the teaching of agriculture and agricultural mechanics in our schools. If they would but realize that 90 cents out of every tax dollar comes either directly or indirectly from the products of our farms we would perhaps get a different approach to the matter. Or perhaps educators think their main objective in life should be to get all the boys and girls off the farms with the least possible delay.[60]

This newspaper argues that "what we should have is . . . a course in agriculture and its allied mechanical requirements as comprehensive in every way as the cource for commercial students."[61]

> And in the case of girls their teaching for life on the farm should be domestic science beamed to conditions as they actually exist on the farm.[62]

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[57]LH, 6.25.7 [59]LH, 5.30.9 [61]LH, Ibid

[58]MHDN, 8.31.9 [60]LH, 6.25.7 [62]LH, Ibid

Among the vital things which should be taught is that

> . . . the whole economics of a prosperous agriculture depends upon the protection of our forests, the control of flood waters, and the conservation of our farms and grasslands against erosion by wind and water.[63]

The Medicine Hat Daily News thinks agricultural options should be considered more "in the theoretical than practical phase."[64]

> If biology and genetics were made the base for a new course instead of plant science it would undoubtedly be found an absorbing and instructive option . . . .[65]

In another editorial the Medicine Hat Daily News optomistically predicts " the day may come when agriculture may rank with health, humanities and cultural subjects as a must in the curriculum."[66]

OTHER SUBJECTS

Comment on other subjects in the curriculum is meagre. Commercial options,[67] drama,[68] vocational guidance,[69] nature study,[70] and ceramics,[71] are approved in some editorials, while in others the trend "from pure science to applied science"[72] and the study of ceramics[73] is condemned.

SUMMARY

Alberta editorial writers are definitely interested in what goes into the curriculum — what Alberta children

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[63]LH, 5.30.7
[64]MHDN, 2.7.0
[65]MHDN, Ibid
[66]MHDN, 9.26.7
[67]LH, 6.25.7
[68]MHDN, 2.11.9
[69]MHDN, 3.29.0
[70]MHDN, 3.17.9
[71]MHDN, 6.26.0
[72]CH, 6.6.7
[73]EJ, 6.6.0

are asked to learn.

They are united in advocating increased emphasis on English in the schools, to remedy what is reported to be an alarming deficiency in language facility. Greater concentration on grammar and spelling is urged. Similarly, a more important role for history and current events in the curriculum is requested.

Further observed in the press discussion of curriculum is a tendency to ridicule experiment with new courses (perhaps evidence of the failure of educators, in many cases, to use good judgment either in selecting the new material, or in cultivating public opinion, preparatory to its introduction); avoidance of any broad discussion of sex education; little criticism of any kind of the instruction in French; a restricted endorsement of cadet training and religious education; a certain amount of dissatisfaction with the present training in health; and a demand for a revision of the technical electives, particularly in the field of agriculture; and a neglect of the many other school subjects.

Finally, one leaves the curricular problem with the feeling that editors with their lingering devotion to the "fundamentals" of traditional education have never really forgiven educators for the curriculum innovations of the past decade.

CHAPTER IX

METHODS AND PROCEDURES

Educational methods and procedures rank sixth in popularity with newspaper editors as an education editorial theme. Much of this comment is widely scattered over a variety of topics, but certain definite convictions regarding issues of importance to educators are discernable.

INDOCTRINATION

The Alberta press firmly believes that "if there is one place where political bias should not penetrate, that place is the schools."[1] Accordingly, a wild clamor ensues, particularly in some newspapers, when it is charged that the C.C.F. party in Saskatchewan is using school textbooks to propagate its socialist doctrine, and that ninety-five per cent of that province's teachers are proselytizing socialists.

> Perhaps no more vicious proposal has been made in the political histry of Canada than that a party temporarily in power should seek to perpetuate itself in office by stuffing its political tenets down the throats of children.[2]

> . . . a serious crime against civilization . . .[3]

> . . . public schools are not to be used as vehicles for political propaganda, whether radical or orthodox.[4]

> It is ridiculous to say that children should be carefully shielded from all forms of political thinking. But their political education shouuld take the form of enabling them to choose intelligently between

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[1]EB, 6.11.8

[2]EB, 11.28.6

[3]EB, 6.11.8

[4]EJ, 1.11.6

> various political doctrines. It is apalling to suggest that they should be made partisans from the cradle.[5]

As the foregoing admirably illustrates, the newspapers of Alberta would never tolerate such practices in our schools. Such a view is highly compatible with the position adopted by education leaders and is indeed a healthy sign in a democratic civilization.

TEACHING METHODS

The actual techniques employed in the classroom are given attention in a number of editorials.

An editorial entitled "English As A Tool" appearing in the Calgary Albertan suggests that "the study of the language ought to be brought closer to present day needs."[6]

> . . . the first step is to get students to see English as a useful tool. Once they grasp that fact, they will understand that it is worthwhile to use it well. Then they will want to develop skill and they will accept the drudgery entailed. In the process they will learn to appreciate the consummate command of the great masters of the written or spoken word.[7]

This acceptance of doing, as the best way to learn is, however, quite rare amongst editors for they feel that

> . . . there is a danger that courses based on this principle may be too practical. Greece and Rome have given much that should not be lost. Linking English with modern life is all very well, but today is only the day after yesterday. No English teacher — no teacher — can let the oncoming generation forget that.[8]

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[5]EB, 11.28.6

[6]CA, 12.24.7

[7]CA, Ibid

[8]CA, Ibid

Most newspapers have a tendency to advocate a return to the more formal methods of language training used in "grandfather's" day. For example the Edmonton Journal nostalgically remarks:

> We would like to see the old-fashioned spelling bee become fashionable again, and become a regular feature of our secondary and high schools.[9]

The Medicine Hat Daily News found that an editorial captioned "Teach Them To Read" appearing in the Chicago Daily News struck a responsive chord and reprinted it in its editorial column. This editorial claims that educators have failed utterly to teach reading. Evidence of this can be seen in the "numerous clinics . . . being set up for remedial reading."[10]

> Yet the damage done in the early grades, in poor reading habits and in the psychological effects of failure to read, can scarcely be repaired completely at a later time.[11]

Furthermore:

> . . . the evil has gone so far that our children are now being taught by a generation of teachers who themselves are not good readers.[12]

In concurring with these opinions the Medicine Hat paper proposes that one of the major reforms necessary in our educational system is a change in the techniques of teaching reading "since those we have do not make reading the habitual act it should be for the citizens of a democracy."[13]

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[9]EJ, 6.1.8

[10]MHDN, 10.19.0

[11]MHDN, Ibid

[12]MHDN, Ibid

[13]MHDN, Ibid

Editors are somewhat less critical of practices used in the teaching of social studies. Support is often forthcoming for the utilization of community resources through field trips by students. Typical is the suggestion by the Calgary Albertan that Calgary school children be given a chance to sit in on city council meetings because such a procedure "demonstrates civic law-making in a far better fashion than any text-book could do."[14]

Nonetheless, when one Alberta teacher organized his social studies instruction around a mock United Nations Assembly, the Edmonton Journal took him to task for it. This newspaper argues that there is little real understanding of the issues by the students, that such procedures are "more apt to breed glibness and false sophistication."[15] It is also feared that instruction in the three-R's suffered as these United Nations meetings became more and more demanding of school time.

One of the more "progressive" dailies in the province, the Calgary Albertan points out that

> Not the least important of many problems facing education today is that of finding a method or methods by which the work of the classroom can be related to the activities of the outside world.[16]

To bridge this gap it is suggested that newspapers be used in the classroom. For, it is argued:

> The intelligent teacher with good background, can find limitless opportunities in a newspaper for

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[14]CA, 2.16.0 [16]CA, 3.27.7

[15]EJ, 8.26.0

expanding the vision of her pupils, not into a make-believe world, but into the world of reality.[17]

The use of film in the schools is accepted by the Edmonton Journal and the Lethbridge Herald who agree that "films as an educational force in the modern world cannot be over-emphasized."[18] Yet such modern aids to education, as a radio and films, are not without their limitations." . . . they are stimulating and exciting, but they appeal mostly to the emotions rather than to intellect and reason."[19]

On the whole, it appears that when editors think of teaching methods they do so in a critical fashion. As a necessary adjunct of the curriculum revision they crave, editors would apparently relish a reorganization of present-day teaching techniques.

OTHER EDUCATIONAL PROCEDURES

In keeping with the longing for "old-time" education, which permeates many of the editorials appearing in the dailies of the province, it is not surprising to find editors prescribing a need for stern discipline and orderly routine of the "old" school.

"Possibly there are better modern methods"[20] to elevate the standards of behavior of school students, says the Calgary Herald. "If there are we should like to see them."[21] Until they are revealed, "we shall continue to believe that

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[17] CA, 3.27.7
[18] LH, 9.12.7
[19] EJ, 8.30.6
[20] CH, 11.22.8
[21] CH, Ibid

uplift has something to do with the seat of the pants."[22]

This same idea is stated more emphatically by the Medicine Hat Daily News.

> We have yet to be convinced that the kid-glove method of correction provides one iota of advancement over the old-fashioned visit to the woodshed or the firm application of a judicious hand to a posterior point.[23]

Certain sections of the press, namely the Edmonton Journal and the Medicine Hat Daily News, are extremely critical of present practices governing promotions from grade to grade. The following statement is illustrative:

> The propostition that all students should be promoted each year whether good, bad or indifferent results were achieved on their term's course of studies is . . . ridiculous.[24]

The feeling is that students are encouraged to believe that negligence and accomplishment merit the same return, thereby fostering an unhealthy attitude which makes for a very real handicap in trying to get along in the work-a-day world. Therefore, it is only natural for the Edmonton Journal, under the caption "Passing High School Failures,"[25] to try to discourage the "normal distribution" of marks as being unfair.

Reaction to the announcement of the Alberta government's intention to institute a special summer school term for grade twelve students is conditioned by this belief.

> The move is an excellent one, if it is designed to meet special situations and not simply to stimulate

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[22]CH, 11.22.8

[23]MHDN, 10.17.0

[24]MHDN, 11.10.0

[25]EJ, 2.25.8

> laggards and incompetents into continuing to university.[26]

Editors are not in agreement on the question of whether or not free textbooks should be provided for school children. Some feel they should provided and "the responsibility for this service should rest with the provincial government, rather than with the individual school boards."[27] Others argue that only the needy should receive them, or that the need is really in the rural communities, not in the large cities. The Edmonton Bulletin, however, is definitely opposed to any such move.

> . . . this is no time to talk about expending education money on the public when the crying need is for more money to spend on teachers' salaries and school buildings and other educational facilities.[28]

Continuing its opposition to free textbooks this newspaper shrewdly adds:

> . . . the need in education today is for a greater contribution from the public towards education, not less. The public does not pay nearly enough for education.[29]

Topics such as the value of work experience, absenteeism, scholarships, physical examinations of school children, immunization programs, examinations, pre-school registration, school safety patrols, the junior red cross, and school festivals were discussed rather scantily in many editorials. The fact that these subjects were, in most cases, reviewed in a commonplace fashion denies them more than passing mention.

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[26]MHDN, 11.3.0 [28]EB, 2.17.7

[27]EJ, 3.12.8 [29]EB, Ibid

SUMMARY

The scattered discussion of educational methods and procedures reveals that editors are opposed to indoctrination, and to present practices with regard to promotion in the schools. They are critical of the methodology in English, particularly of instruction in reading, and apparently favor the older techniques based on memorization and drill. Stern discipline, maintained by corporal punishment when necessary, is advocated. No unanimity of opinion exists when the provision of free textbooks is considered.

Some sections of the press recognize the value of audio-visual-aids, field trips, and newspapers to the school in its task of relating the work in the classroom to the activities of the outside world.

Although 8.04% of all the editorials on education deal with methods and procedures the quality of the comment is disappointing. It is apparent that educators, in their never-ending quest for greater efficiency, must face the problem of modifying their methodology without the benefit of much guidance from public opinion as expressed in editorial columns.

CHAPTER X

OTHER EDITORIAL COMMENT ON EDUCATION

Considered in this chapter are editorials related to the school plant, adult education, vocational education, students, and extra-curricular activities. These editorials comprise 28.09 per cent of the writing done in editorial columns on education by the editors of the six daily newspapers in the province. A breakdown of the number of editorials per newspaper per topic can be found in Table III.

Much of the comment on these subjects in the Alberta press was either repetitive or inconclusive. For these reasons the incorporation of the five topics into one chapter was felt to be justifiable.

THE SCHOOL PLANT

A study of the editorials reveals that the Alberta press is wholeheartedly in favor of the expansion programs being undertaken by the various school boards throughout the province. Editors point out that

> There is an obligation on each generation to provide, to the extent that if is possible, for universal education to see that there are adequate school facilities for every child.[1]

Newspaper awareness of the pressing need for more school buildings and equipment, and their enthusiastic support for such increases are indicated in the statements

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[1]CA, 5.14.8

which follow:

> We must recognize . . . that we have reached a period when new public building programs, including schools, will have to be undertaken, and though we may quail a bit when we first hear the cost . . . we will have to admit . . . they are necessary if we are to keep up with the times.[2]

> Probably even a man with a lantern would find it difficult to find in Edmonton a citizen, even a ratepayer who would deny that new schools are and will be needed.[3]

> New school buildings are becoming imperative.[4]

> Lethbridge has done little to increase school accommodation since the twenties, but now . . . the need is being driven home and we will have to take action soon.[5]

> Present high costs will act as a brake on expenditures, but the board will not be able to wait indefinitely for a break in prices before launching a substantial building program.[6]

> There is no doubt about the need for additional school accommodation.[7]

> It could be said that almost any building in Edmonton is important and essential. But can anyone think of anything more urgently necessary than the provision of adequate structures for the training of youth?[8]

> No greater reproach could be levelled against any province than to say that even one of its schools was primitive, because primary education is the most vital asset a province can have.[9]

> . . . it is common knowledge that Edmonton's school equipment and school plants fall far below the standard that should prevail to maintain the educative process at its highest peak of efficiency.[10]

The Calgary Herald, in editorials captioned "We're Building Too Much Too Quickly"[11] and "The Manchester School:

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[2]LH, 2.28.6
[3]EJ, 4.16.6
[4]CA, 4.18.9
[5]LH, 9.4.6
[6]EJ, 2.28.6
[7]LH, 11.5.7
[8]EB, 4.30.8
[9]EB, 3.29.8
[10]EB, 3.18.6
[11]CH, 6.2.7

Let It Wait"[12] argues that schools should not be built during this era of high building costs. However, what is substantially the view of the other newspapers in the province is expressed in the following excerpt:

> If we have schools . . . and have them paid for; we will be able to withstand a considerable recession and still have the use of the plant built now when we have more money than Alberta ever had to spend.[13]

Failure of the public to "realize that education is essentially a costly business "[14] and to provide the necessary funds to improve school plants is recognized by the press:

> The only reason that essential improvements are not made . . . in the matter of school plants . . . is because these things cost money and the public has not yet been trained to the point of paying adequately for education.[15]

> What the people of Alberta must begin to understand is that education costs money. To be efficient, it must cost a great deal more money than it is costing now. Adequate school buildings must be erected wherever they are needed.[16]

Editors are united in their demand that the provincial government "consider a measure of greater assistance to the municipalities."[17] The government is urged to subsidize school building. If this idea is repugnant then the Edmonton Journal suggests:

> . . . it might give consideration to the setting up of a revolving fund for this form of assistance, the money being made available "interest free".[18]

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[12]CH, 5.27.7
[13]LH, 2.18.9
[14]EB, 3.18.6
[15]EB, 3.18.6
[16]EB, 3.29.8
[17]MHDN, 2.16.9
[18]EJ, 3.17.9

Another solution, commonly suggested by editors, is offered by the Calgary Herald:

> Wise expenditures on a good new school building is an investment in the future in the best sense of the word, and an ideal destination for our oil money.[19]

In the editorial comment on this topic is a noticeable appeal for greater community use of the schools. The Medicine Hat Daily News believes "the public desires . . . greater use of school buildings."[20] "A demand that rural schools become community centres,"[21] is also reported by the Lethbridge Herald.

"What can rural schools as at present organized do to make rural living more attractive?"[22] Here is one newspaper's answer:

> Schools should be for more than teaching boys and girls in academic subjects. They should be centres of training for living, and especially living on the 10,000 farms of the Province. They should be a gathering place for both pupils and parents where all the problems of rural living are discussed, and where art and culture have their place in making the lives of our farm families brighter and generally pleasanter.[23]

It is proposed that use of the school by the whole community, not just the students, "can make the word "community" mean something in the district which it serves."[24] Having this in mind the Lethbridge Herald gladly supports increased expenditures for schools. "They provide essential educational, social, cultural and recreational outlets in

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[12]CH, 3.4.0 [21]LH, 2.14.6 [23]LH, Ibid

[20]MHDN, 12.28.0 [22]LH, 3.31.7 [24]LH, 2.14.6

the communities and pay off in a large way."[25]

Only two adverse references to expansion of the school plants throughout the province were found in this investigation. Because they differ markedly from other expressions of opinion on this topic cognizance must be taken of them.

"Sometimes one feels that too much has been spent on the physical plant and not enough on the intellectual, the teacher,"[26] remarks the Edmonton Journal. This newspaper senses that as a result of this misplaced emphasis the present teacher shortage has resulted.

Somewhat similar is the Calgary Herald's position stated in its editorial "Buildings Alone Don't Make Schools."

> It is possible to have the finest and most expensive collection of school buildings in the world and still not have an educational system worth the name. It is equally possible to provide the finest quality of teaching in a bare room equipped with nothing more than a few books and a few chairs and desks.[27]

Continuing, it points out:

> . . . you cannot create an educational system by means of fluorescent lights and air conditioning. It is a process which goes on in the mind; and it is on the mind — of both students and teachers alike — that we should concentrate first.[28]

As a rule, however, editors appear convinced that

> . . . many a child conceives an intense and irradicable aversion to education simply because schools are squalid, crowded and inconvenient.[29]

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[25]LH, 4.18.0 [27]CH, 2.16.0 [29]EB, 4.30.8

[26]EJ, 1.3.7 [28]CH, Ibid

For this reason editors are unstinting in their praise for any extension or improvement of educational facilities.

VOCATIONAL EDUCATION

Although the daily newspapers of the province are leading proponents of "cultural values" in education, they realize that vocational education merits a place in any educational system. This reaction by the Lethbridge Herald to a suggestion that vocational education be virtually abolished typifies editorial opinion:

> It is all very well to urge a higher and more liberal educational standard. But don't overlook the fact that vocational training whether it be in the school, in the industry or in the business, must produce the goods and the profits out of which the costs of a liberal education may be paid. Education does not pay for itself while it is being acquired.[30]

The Edmonton Journal and Medicine Hat Daily News lend their support to a drive for more vocational schools throughout the province. They argue that "the gap between those able to obtain university training and those unable to advance much beyond high school should be bridged by some such instruction as that which can be obtained at vocational centres."[31] Further, it is pointed out that

> . . . in the labor market the emphasis is now placed upon trained men and women and those lacking specialized training will be under a decided handicap when they enter the industrial world.[32]

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[30]LH, 3.24.0

[31]MHDN, 1.22.7

[32]MHDN, 3.20.7

This demand for increased vocational training is viewed by the Medicine Hat Daily News as

> . . . really a part of the trend toward an extension of educational facilities of which the agitation for a branch of the university in Calgary is another indication.[33]

"Consequently," it adds, "the effort to establish a technical training school here is in line with the expansion of the provincial education system which must come."[34] And a perusal of the editorial references to vocational education in other newspapers reveals a marked tendency for all editors to think along the same lines.

This desire for an extension of educational facilities is indicated by the demand of the southern newspapers for more agricultural schools.

> . . . Alberta's big need is for an agricultural course for teen-agers which would fit them as better farmers and farm women, a course which would be practicable and would make for better farm living in Alberta generally.[35]

The Lethbridge Herald directs attention at the south's special agricultural problems — irrigation, dry land wheat farming, and sugar beet farming — and speaks for the rest when it says:

> We believe that our special problems require special training, and that it is only fair that the young people should be given an opportunity near home to acquire that training.[36]

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[33]MHDN, 3.20.7

[34]MHDN, Ibid

[35]LH, 4.28.8

[36]LH, 3.21.9

Therefore, "South Alberta is hopeful that . . . we will see a school of agriculture established in this area . ."[37]

Nor would this school be restricted to agriculture. If the editors of the four southern dailies had their way it would also include mechanical and other types of vocational training.

The Edmonton Journal and the Calgary Herald express great concern over the present shortage of trained nurses and nurses' aides in a number of editorials and thus approve of the government's proposal to open one or more central schools of nursing. Perhaps their reason for doing so is best stated in the Herald's editorial "Magnificent Training — Magnificent Exploitation?"

> . . . the use of student nurses as cheap labor in hospitals, under the guise of "education", should come to a speedy end.[38]

Other types of vocational education find ready support in the press as well. For example the Edmonton Bulletin[39] recommends on-the-job training, the Edmonton Journal[40] approves of a course in restaurant management at the Provincial Institute of Technology and Art, and the Calgary Herald[41] urges the establishment of a borstal school to provide technical training aimed at rehabilitating first-offenders.

The general tone is:

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[37]LH, 3.21.9 [39]EB, 2.23.6 [41]CH, 12.3.8
[38]CH, 9.30.6 [40]EJ, 5.13.9

> Vocational training is playing an increasingly greater part in today's progress, and it is hoped that Alberta, out of its expanding revenues, will not overlook this phase of our educational system.[42]

STUDENTS AND THEIR ACTIVITIES

References to the ability of students and their activities are widely scattered throughout the editorial columns of the daily newspapers of Alberta. In an endeavor to bring this material together the comment will be considered newspaper by newspaper in the hope that some rather definite opinions will emerge.

The Edmonton Bulletin exhibits concern over vandalism[43] at the schools, truancy and juvenile delinquency.[44] It feels that students should be more rigidly controlled and that "teachers who fail to investigate with utmost care every case of absenteeism are helping to encourage delinquency"[45] Controversies over what is worn to school by girls in the way of clothing are called "ridiculous"[46] An editorial entitled "Sniping At Youth's Amusements"[47] defends high school dances and terms criticism of them silly. This newspaper recommends instruction in automobile driving as a "fine extra-curricular activity."[48]

"Youth", says the Medicine Hat Daily News", needs adult aid"[49] to guide their activities.

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[42]LH, 3.21.9
[43]EB, 6.8.8.
[44]EB, 5.12.9
[45]EB, Ibid
[46]EB, 6.17.9
[47]EB, 5.6.6.
[48]EB, 7.12.8
[49]MHDN, 10.26.8

> It is not sufficient to provide facilities and give money if personal leadership by responsible men and women of integrity is lacking.[50]

This newspaper also argues that young people should remain in school as long as it is economically feasible, and urges parents to "make a special effort to give their children a high school education."[51] It is alarmed at the number of students who are not completing their education and points out that "no one can have too much education."[52]

Students are criticized for reportedly holding to the "idea . . . that there can be reward without quest; that achievement and negligence should receive the same reward."[53] The Daily News claims that

> Too few young people appreciate the need of application in school studies to get the greatest benefit that education has to offer in assisting them to reach their goal in life.[54]

Agreement is expressed with the work being done in the Medicine Hat Schools with regard to providing athletic recreation for the students. The school's hockey system is especially commended.[55]

The Calgary Albertan is afraid that as a result of the " numerous distractions open to pupils in other hours"[56] their school work will suffer. It feels that

> present day pupils are victims of an age of transition from the relatively quiet concentration of the

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[50]MHDN, 10.26.8

[51]MHDN, 9.10.9

[52]MHDN, Ibid

[53]MHDN, 11.30

[54]MHDN, 12.27.8

[55]MHDN, 3.29.0

[56]CA, 11.14.7

past to a present of atomic blasts that shake their world in all directions.[57]

An editorial entitled " Letting The School Children Down"[58] castigates a certain school board for its neglect to provide better facilities and relieve overcrowding in some of its schools.

> Because the education level is universally higher today, it is discriminatory to deprive certain children of the usual facilities in the name of overcrowding or some other easily corrected fault.[59]

"Every child, in city or country, has an equal right to the fullest educational opportunities possible,"[60] observes the Lethbridge Herald. The value of the present opportunities provided is questioned:

> There is a lack of satisfaction on the part of the public with products ofthe high schools of today, and the fact that less than half the pupils finish their courses would indicate that there is a lack of satisfaction on the part of the pupils because the academic courses to which they are committed by departments of education are not worth effort necessary for graduation.[61]

However, the Herald does not believe the academic courses should be neglected for it believes:

> . . . that the products of the average high school today . . . are not well informed on the components of a sentence, their spelling is often mindful of the second grade, and the way in which they back away from reading or writing a story which involves a few statistics is something to behold.[62]

Students' choice of reading material is defended by this newspaper.

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[57]CA, 11.14.7 [59]CA, Ibid [61]LH, 8.5.0

[58]CA, 9.18.0 [60]LH, 2.1.9 [62]LH, 4.13.0

> We doubt if the child of today is very much off the beam in his reading. What is important is that the young people should acquire a reading habit. If the comics will help to take them to the daily newspaper some good is bound to result.[63]

A strike by school students at Blairmore over such things as dirty windows elicits the following response:

> Better look out boys and girls. Remember the days when Moms used to look behind ears for dirt and frequently found it? Now this isn't a "dirty dig" students, just a passing word of caution as the "strike" . . . moves into its second stage. Teachers and trustees might start looking behind your ears and making sure your finger nails are clean.[64]

School papers are upheld by the Herald which hopes that they will take "an increasing part in the development of community interest in the schools."[65]

The Edmonton Journal rarely deals editorially with students or their activities. Its only comment expresses disfavor with the school children's strike at Blairmore,[66] and urges that car driving training be considered as an extra-curricular activity.[67]

By contrast, the Calgary Herald discusses this topic at some length. This newspaper feels "that present-day students . . . aren't primarily interested in the acquisition of knowledge".[68] As a result "probably much of the blame must be placed on the students"[69] for their reported lack of ability to use the English language.

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[63] LH, 8.1.7
[64] LH, 11.1.8
[65] LH, 1.20.7
[66] EJ, 10.30.8
[67] EJ, 9.7.0
[68] CH, 1.8.7
[69] CH, 8.15.7

"What benefit high school students derive from fraternity or sorority activities is doubtful,"[70] argues the Herald in an editorial claiming that there are too many student organizations in our schools. In its discussion of extra-curricular activities it contends that

> Once they begin to interfere with the students normal school activities, they have overstepped their function.[71]

One editorial rebukes students for failure to attend the showing of the films Henry V in Calgary,[72] another points out the high cost of providing special cut-rate student tickets for use on the local transportation system,[73] while another wonders if the lack of diversified training is encouraging students to leave high school before completing the required course of studies.[74]

As the foregoing discussion admirably illustrates, no great unanimity of opinion exists when newspapers discuss school students and their many activities.

SUPPORT FOR ADULT EDUCATION PROGRAMS

A study of the fifty-one editorials dealing with this subject reveals an overwhelming enthusiasm amongst editors for any kind of adult education.

Numerous editors attest to the value of courses for adults in first aid, recreational leadership, music, art,

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[70] CH, 10.16.8

[71] CH, Ibid

[72] CH, 2.19.7

[73] CH, 2.19.8

[74] CH, 5.18.8

water safety, traffic safety, marriage, agriculture, and basic English and citizenship for new Canadians. The Department of Agriculture, the Banff School of Fine Arts, the Western Board of Music, and the University of Alberta's Extension Department are commended for their work in this area.

Of importance to educators is the belief held by some sections of the press about home and school associations. These organizations are viewed as having as their primary purpose the education of parents about the schools and for that reason are whole-heartedly endorsed.

SUMMARY

The one hundred and fifty-eight editorials examined in this section disclose certain viewpoints of importance to educators.

Obviously the support of the press can be enlisted for any reasonable expansion of educational facilities. The large number of editorials upholding school building programs attests to this. Further assistance is also evidenced for proposals soliciting increased financial contributions by the government for the extension and development of school plants.

In some sections of the daily press a concerted drive for greater community use of the schools is noticeable.

The school is envisaged as the cultural and recreational focal point for all members of the community. This coincides with the editorial belief in the value and desirability of adult education. Clearly, this attitude constitutes a direct challenge to educators to make the school a powerful and direct influence for the betterment of life in the whole province.

The vocational side of education is worthy of full development, according to editors. References to this subject deal particularly withthe need for an extension of vocational training facilities in the southern part of the province. A school of agriculture is proposed as a nucleus for such an institution.

When editors think of students and student activities, few general themes stand out. A rather general adherence to the principle that every boy and girl is entitled, on an equal basis, to the fullest educational opportunities is most evident.

Some newspapers rebuke students for their lack of application to their studies. Much of the reported lack of language facility and the failure of many students to complete high school is attributed to student lethargy arising from dissatisfaction with the academic nature of the present school program.

The value of extra-curricular activities is questioned by some editors and championed by others.

CHAPTER XI

SUMMARY OF THE MAJOR COMMENT

Certain conclusions can be drawn concerning the more important findings and implications of this study. In this final chapter no effort will be made to repeat the illustrative material out of which these conclusions, and the resultant suggestions to educators, have developed.

SIGNIFICANT FINDINGS

To begin with, it is now possible to state to what extent education is a subject for editorial treatment in the newspapers of Alberta. In the six daily newspapers, selected as representative of the press in this province, the editorials on education numbered 883 in five years. This number constitutes about three per cent of all editorials on all topics printed during this period in these newspapers. Whether the share of attention education receives is enough, too little, or too much, cannot be determined — if it can be determined at all — without considering the many other problems clamoring for attention. Nonetheless, in terms of the importance of education in the lives of our people, attested to by editors in their columns, education does not appear to be awarded the attention it merits.

Is the editorial treatment of education favorable or

unfavorable? Only in the realms of educational finance and the efficiency of the curriculum does the amount of adverse comment outweigh that which is favorable. On the whole, the press is revealed as a patron of education intent upon stimulating the development of a system of education which is the acme of efficiency, not the negation of it. This offers encouragement to the view that a more cooperative relationship between the press and school is possible.

When topics receiving little editorial comment are noted, it is evident that several questions of great concern to educators are largely ignored. Such things as methods and procedures in teaching, sex education, treatment of controversial issues in the classroom, success or failure of students, tenure of teachers, provision for individual differences, guidance counselling, business education, health services, specific school subjects, and student needs receive scant attention in editorial columns. The omission of these areas of educational endeavor from editorial discussion indicates a lack of information on what the schools are trying to do. So does the obvious lack of sympathy for some of the activities included in the curriculum, the lack of recognition given to public school administrators, and the common editorial misconception that the schools have forgotten the "three R's". From this it follows that there is a need for some method where-

by newspaper editors and the public at large can learn what the schools are doing, or are failing to do, about many things.

Higher Education. This study reveals that the field of higher education shares the centre of editorial attention with issues relating to educational finance. Of no small importance is the fact that, in four of the six newspapers studied, the favorite education editorial theme was higher education. Primary and secondary education directly affect the lives of the vast majority of Alberta's citizens. Yet one-fourth of the editorial comment on education has to do with the stratosphere of the educational system.

The volume of comment on this topic may be the result of the more highly publicized nature of university activities. Public school administrators might well find increased publicity activity productive in terms of greater press interest, not to mention the resultant increase in school-community accord.

Educational Finance. Of perhaps greater importance is the interest of the press in the money side of educational problems. Educational finance not only ranks second in popularity with editors as a topic for editorials, but it also pervades their discussion of such subjects as teachers, school plants, administration, and the expansion

of educational facilities. It may be stated as an indisputable fact that the financial aspects of education most often claims the attention of the press.

Editors are aware that more money must be spent on education and indeed advocate that this be done. Often there is a careful analysis of, and abundant support for, genuine measures of financial reform.

Of note is the demand by the press for a broad reorganization of the tax base growing out of a belief in the utter unsuitability of the tax on real estate as a source of revenue for the schools. Responsibility for meeting the increased expenditures necessary for education is placed squarely on the shoulders of the provincial government. The provincial authority is urged to pay at least fifty percent of the cost of basic education, to provide subsidies or set up a revolving fund to finance school building programs, to increase grants to the university, and to provide scholarships for needy students.

Endorsement of government aid does not extend, except in the field of technical education, to the advocacy of federal aid for education. The press is wary of the uniformity and control it believes to be implicit in its application.

Administration. Local control of education is cham-

pioned by editors who vigorously resist any attempts at centralization of administration. The County Act is generally condemned as a threat to the freedom and efficiency of education. School boards are, as a rule, commended for meeting their responsibilities in an exemplary manner. Only when there is disregard of the public will, or unresponsiveness to the public interest, does criticism mount.

Administrators. The treatment of education in the Alberta press suggests that the administrative group in our schools have failed to impress their leadership on the social scene. There are several editorial references to administrators, but practically all of them are to the heads of higher educational units. The tone of the references to the chiefs of higher education and their acts, indicates a respect and regard for them as leaders in the life of the province. However, no such view of public school administrators is evident.

The almost complete lack of editorial comment on them may be the result of failure on the part of editors to recognize the valuable nature of the services rendered by public school administrators, or it may be owing, in part, to the very nature of the public school administrator's duties which, when performed satisfactorily, do not occasion public interest. It might also be explained on the ground that administrators of the public schools have

failed to be as useful, as influential as they could have been.

Whatever the cause the sobering fact is that the work of public school administrators does not seem to have made any visible impression on newspaper editors. They might well pause to examine their actions in an effort to determine why this is so.

Teachers. If newspaper comment reflects the public's attitude toward the personnel of schools, we must acknowledge that the general feeling toward teachers is good. Their essential position in a democratic civilization is recognized and their rights as individuals jealously defended.

The press consistently urges an increase in teachers' salaries to a level commensurate with the importance of their job. Seldom were editorials found which indicated that the salaries of teachers were anywhere nearly adequate. Apparently teachers have convinced editors, if not school boards, of the legitimacy of their salary demands.

Present low salaries are viewed as the crux of the educational problem throughout Canada, and as being directly reflected in the existing teacher shortage. The opinion is commonly expressed that the solution to problems of teacher shortage and teacher status is to be found by increasing salaries to the point where more stringent requirements for

entrance into the profession can become operative.

Unanimity also exists on the teacher training issue. The press is convinced that teaching is an arduous task requiring intensive training and consummate skill. As a result it is extremely critical of any attempts to decrease the amount of basic training required by teachers. A training period of at least two years, but preferably more, is strongly advocated.

Although a genuine friendliness for the teacher is revealed in this investigation, certain editors appear somewhat reluctant to grant teachers the professional status to which they aspire. This hesitancy is based upon the belief that the general calibre of the teaching body is not worthy of such recognition, and that the approach adopted by teachers to the solution of their problems is not the sort of thing associated with professional standards. The feeling is that many ofthe teacher's problems are of their own making, resulting from their failure to organize themselves into a truly professional body and set up their own standards.

Expansion of Education. Editors insist on equality of opportunity in education as a working principle. Accordingly, they wholeheartedly support the expansion programs being undertaken at the elementary, secondary, and university levels of our educational system. Press belief in the

decentralization of educational facilities is evidenced by the vociferous demand on the part of the newspapers in the southern half of the province that a branch university and a school of agriculture be established in that area.

Vocational education. While preferring a culturally-oriented curriculum editors recognize the merits of vocational education as a bridge over the gap existing between schooling and life. A reorganization of the vocational education program with more schools for technical training, stategically placed throughout the province, is urged.

Adult education. The press is remarkably alert to the possibilities of adult education. Of significance is the conviction that the school should assume a major role in providing recreational and educational leadership for the community as a whole. In this opinion that the school should not be restricted to the traditional task of training the young is a direct challenge to educators to broaden the scope of the educational program.

Curriculum efficiency. Two salient points stand out in the attitude of the press toward the curriculum and the effectiveness of our present system of education. The first is the interest exhibited in these topics — judging by the quantity of the comment on this subject what is taught in the schools is apparently of considerable impor-

tance to editors. The second is the prevailing lack of understanding of the nature and purposes of many of the elements criticized. Most editors scarcely appreciate the factors which enter into curriculum-planning of today with its social-civic aim.

Numerous editorials question the efficiency of the curriculum claiming that school graduates lack competence in fundamental processes and asking about the political, social, and economic leadership being provided for the province by its schools. Attacks are launched at progressive education and "fads and frills" in the curriculum with a return to "the fundamentals" recommended.

Editors tend to deplore the widening of the field of subject matter, condemn specialization, and attack educators for becoming too "practical". From the primary grades right through to university they propose a mental-discipline concept of education designed to provide what is argued to be a well-rounded education.

Curriculum innovations aimed at providing for individual differences arising from the necessity of dealing with a wider range of student abilities, and consistent with the concept of the value of education as preparation for life, are frequently viewed as so much educational froth. It is evident that traditional views of education

are so firmly held by editors, and quite likely by ordinary citizens as well, that vigorous action by educators in defense of these readjustments is necessary. Educators must launch a program to acquaint the public with the motives underlying the changes in Alberta's educational system during the past decade.

SUGGESTIONS TO EDUCATORS

Prior to setting forth any suggestions developing out of this study it seems advisable to direct attention to a significant aspect of the relationship of editorial comment on education to the theory and practice of education.

This study has revealed that modifications in educational practice in this province in recent years have tended to correlate markedly with opinions expressed in the editorial columns of Alberta's newspapers. Evidence of this is to be found in the shelving of the government's proposal in 1946 to shorten the teacher training program, and its withdrawal, in the same year, of a bill introduced in the legislature giving the Minister of Education control over school board secretary-treasurers, both of which met with violent press opposition. It can also be seen in the increased financial contributions by the government to education, which have always been strongly urged by

editors. And, more recently, the establishment of the Calgary Branch of the University of Alberta and the high curriculum revision aimed at improving students' mastery of the "three R's" have been indicative of this same trend.

It thus appears that in the past editors have succeeded in reflecting, molding, and directing public opinion to a high degree. Education is a public function and as such is subject to the tides of public opinion. When educators consider this fact, the press, as a mirror of public opinion, becomes of great importance. Workers in the schools might well profit from a constant and careful perusal of the opinions expressed in newspaper editorials.

With the findings of this study in mind, the following suggestions are offered to educators for their consideration:

1. That, since education is dependent upon the public will for its continuing function, they cultivate an awareness of the public viewpoint on education, and that newspaper editorial columns be examined as one indicator of the public viewpoint.

2. That steps be taken to disseminate correct information to the public about the aims, curriculum, methods and procedures of the school.

3. That preparatory to the introduction of new educational policies, new courses of study, new methods,

or any new project, the public be adequately informed of their purpose in an effort to enlist its support.

4. That the school endeavor to make itself a continuing and influential part of the ordinary life of Alberta by assuming greater responsibility for adult education.

5. That the teaching body take action to make itself truly worthy of higher status by increasing the calibre of its members, establishing its own standards, and adopting a more professional attitude toward the solution of its problems.

6. That educators, particularly administrators, increase their status by launching a program designed to acquaint the public with the value of the services they render.

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